DOCUMENT RESUME

ED 098 191 SP 008 549

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TITLE SIG: Professors of Educational Research. Text Survey.
PUB DATE Apr 74
NOTE 64p.; Paper presented at the Annual Meeting of the American Educational Research Association (59th, Chicago, Illinois, April 1974)

EDRS PRICE MF-$0.75 HC-$3.15 PLUS POSTAGE
DESCRIPTORS *Annotated Bibliographies; Book Reviews; *Educational Research; Evaluation Criteria; *Measurement; *Research Design; *Statistics

ABSTRACT

This annotated bibliography was developed from a survey of the Professors of Educational Research (PER), a special interest group within the American Educational Research Association, to gather faculty recommendations in a standard manner that would permit comparisons of texts within subject areas. Subject areas addressed are introduction to educational research, introductory and intermediate statistics, introductory and advanced measurement, and experimental design. Structured responses were solicited from PER members in terms of their recommendations on the following topics: (a) the eventual orientation (consumer, producer) and degree sought by the students using the text; (b) the level of quantitative and verbal ability required of students to use the text; (c) the organization of material as to its sufficiency in terms of sequence, variety, and detail; (d) the technical accuracy of the content and the level of scientific and mathematical language employed; and (e) perceptions of student reactions to the books. Respondents were also asked to list significant omissions and to make further relevant comments. (PD)

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AERA

SIG: Professors of Educational Research

TEXT SURVEY

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U S DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION
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Presented to the Membership
at the
American Educational Research
Association Meeting
Chicago, Illinois

April 15-19, 1974

SP013 549

INTRODUCTION

The following annotated bibliography was developed from a survey of the membership of the AERA Special Interest Group: Professors of Educational Research (SIG:Per). The purpose of the survey was to gather faculty recommendations in a standard manner that would permit comparisons of texts within subject areas. The specific subject areas addressed were: introduction to educational research, introductory and intermediate statistics, introductory and advanced measurement, and experimental design.

Structured responses were solicited from PER members in terms of their recommendations on the following topics: (1) the eventual orientation (consumer, producer) and degree sought by the students using the text, (2) the level of quantitative and verbal ability required of students to use the text, (3) the organization of the material as to whether it was sufficient in terms of sequence, variety and detail, (4) the technical accuracy of the content and the level of scientific and mathematical language employed, and (5) their perceptions of student reactions to the book. In addition, respondents were asked to list significant omissions and further relevant comments. While the variables listed above are not exhaustive, they were felt pertinent by the authors and a selected group of their colleagues who field tested the instrument.

The bibliography contains reviews of eleven introductory research texts, eight statistics related texts, and six measurement texts which are by no means exhaustive of those available in the respective fields. However, the distribution of texts reviewed by the thirty-four respondents will perhaps indicate those texts most frequently used and provide comparative information on that limited sample.

The format of the text annotations is perhaps somewhat unusual. After considerable discussion and the actual synthesis of the data into

narrative annotations, it was agreed that from a comparative standpoint the data might best be presented in raw form. In other words, the frequency and distribution of responses for the structured items for each book are presented on a modified survey instrument. Significant omissions and comments were collated and edited only in form. The content of the statements are the perceptions of the respondents; they were not validated by the compilers of this bibliography.

The resulting document not only allows for the comparison of standard texts but may provide direction in book revision and for new authors in the development of their texts. Furthermore, this project, coupled with others being conducted by SIG:PER, should provide instructors with a wealth of information for course design and revision. We hope that the membership of the SIG:PER will consider conducting activities of this sort on a scheduled, periodic basis using this initial effort as a guide for more comprehensive reviews. While this is a nontrivial task, it is felt that ultimate value in terms of instructional development will outweigh the effort involved.

RESEARCH METHODOLOGY

SIG:PER
Text Survey

Ary, Donald, Lucy C. Jacobs and Asghar Razavieh Introduction to Research in Education, Holt, Rinehart & Winston Inc., N.Y. 1972

Number of Reviewers = 1

Referring to the text book you listed above, please respond to the following items in terms of your recommendations for its use.

1. Students' eventual orientation to the topic of the book (check one)

_____ a. producers of....(e.g. research)
_____ b. largely producers, some consumers of.... (e.g. research)
1 c. largely consumers, some producers of.... (e.g. research)
_____ d. exclusively consumers of.... (e.g. research)

2. Level of quantitative ability required for students' comprehension of of the material: check on

_____ a. below average is sufficient.
1 b. average.
_____ c above average is necessary.

3. Level of verbal ability required for comprehension of the material: (check one)

_____ a. below average is sufficient.
1 b. average.
_____ c. above average is necessary.

4. Would you recommend this book for (check all that apply):

_____ a. undergraduates.
1 b. master's students--require of all students.
1 c. master's students particularly interested in the topic
1 d. doctoral students--require of all students.
_____ e. doctoral students particularly interested in the topic.

5. What statistics background is necessary for comprehension of the materials? (check one)

_____ a. none.
_____ b. descriptive statistics only.
_____ c. some inference, e.g. chi-square, t-tests.
_____ d. more inference, e.g. fixed effects ANOVA, multiple correlation.
_____ e. extensive background, e.g. factor analysis, multivariate models.

6. Student reactions to the text are primarily (check one):

_____ a. enthusiastic.
1 b. fairly positive.
_____ c. mixed: some positive.
_____ d. neutral.
_____ e. somewhat negative.
_____ f. quite negative.

7. Assuming that a sequential order of topic presentation is desirable is the overall conceptual development of this text: (check one)

____ a. outstanding.
__1__ b. good.
____ c. somewhat poor.
____ d. very poor.

8. It the breadth (variety) of topic coverage (check one):

__1__ a. entirely adequate.
____ b. fairly adequate.
____ c. some significant omissions.
____ d. entirely inadequate.

9. Is the depth (detail) of topics (check one):

__1__ a. entirely adequate.
____ b. fairly adequate.
____ c. some significant omissions.
____ d. entirely inadequate.

10. The technical accuracy of the book is (check one):

____ a. excellent.
__1__ b. generally good.
____ c. poor--some significant errors.
____ d. very poor-many significant errors.

11. The level of scientific and/or mathematical language is (check one):

____
____ a. difficult for students even with class discussion.
__1__ b. understandable with class discussion.
____ c. understandable without class discussion.
____ d. trivial for students at this level.

12. Please list significant omissions (open ended).

SIG:PER
Text Survey

Best, John W. Research in Education, 2nd ed. Englewood Cliffs: Prentice Hall, 1970

Number of Reviewers = 2

Referring to the text book you listed above, please respond to the following items in terms of your recommendations for its use.

1. Students' eventual orientation to the topic of the book (check one)

____ a. producers of....(e.g. research)
1 b. largely producers, some consumers of.... (e.g. research)
1 c. largely consumers, some producers of.... (e.g. research)
____ d. exclusively consumers of.... (e.g. research)

2. Level of quantitative ability required for students' comprehension of of the material: check on

1 a. below average is sufficient.
1 b. average.
____ c above average is necessary.

3. Level of verbal ability required for comprehension of the material: (check one)

____ a. below average is sufficient.
2 b. average.
____ c. above average is necessary.

4. Would you recommend this book for (check all that apply):

____ a. undergraduates.
2 b. master's students--require of all students.
____ c. master's students particularly interested in the topic
____ d. doctoral students--require of all students.
____ e. doctoral students particularly interested in the topic.

5. What statistics background is necessary for comprehension of the materials? (check one)

1 a. none.
1 b. descriptive statistics only.
____ c. some inference, e.g. chi-square, t-tests.
____ d. more inference, e.g. fixed effects ANOVA, multiple correlation.
____ e. extensive background, e.g. factor analysis, multivariate models.

6. Student reactions to the text are primarily (check one):

____ a. enthusiastic.
2 b. fairly positive.
____ c. mixed: some positive.
____ d. neutral.
____ e. somewhat negative.
____ f. quite negative.

7. Assuming that a sequential order of topic presentation is desirable is the overall conceptual development of this text: (check one)

_____ a. outstanding.
_2_ b. good.
_____ c. somewhat poor.
_____ d. very poor.

8. It the breadth (variety) of topic coverage (check one):

_1_ a. entirely adequate.
_1_ b. fairly adequate.
_____ c. some significant omissions.
_____ d. entirely inadequate.

9. Is the depth (detail) of topics (check one):

_1_ a. entirely adequate.
_1_ b. fairly adequate.
_____ c. some significant omissions.
_____ d. entirely inadequate.

10. The technical accuracy of the book is (check one):

_1_ a. excellent.
_1_ b. generally good.
_____ c. poor--some significant errors.
_____ d. very poor-many significant errors.

11. The level of scientific and/or mathematical language is (check one):

_____ a. difficult for students even with class discussion.
_1_ b. understandable with class discussion.
_1_ c. understandable without class discussion.
_____ d. trivial for students at this level.

12. Please list significant omissions (open ended).

"Weak treatment of Reliability and Validity."

13. Further comments:

"This book is particularly good for students who have no plans to pursue the subject beyond the introductory level."

"Judging from student reactions, I believe this book to be more appropriate for the neophyte researcher than most other general research books on the market."

SIG:FER
Text Survey

Borg, Walter and Meredith Gall Educational Research, An Introduction, 2nd Edition, David McKay Company, Inc. N.Y. 1971

Number of Reviewers = 4

Referring to the text book you listed above, please respond to the following items in terms of your recommendations for its use.

1. Students' eventual orientation to the topic of the book (check one)

____ a. producers of....(e.g. research)
1 b. largely producers, some consumers of.... (e.g. research)
3 c. largely consumers, some producers of.... (e.g. research)
____ d. exclusively consumers of.... (e.g. research)

2. Level of quantitative ability required for students' comprehension of of the material: check on

1 a. below average is sufficient.
3 b. average.
____ c above average is necessary.

3. Level of verbal ability required for comprehension of the material: (check one)

____ a. below average is sufficient.
4 b. average.
____ c. above average is necessary.

4. Would you recommend this book for (check all that apply):

____ a. undergraduates.
3 b. master's students--require of all students.
1 c. master's students particularly interested in the topic
2 d. doctoral students--require of all students.
____ e. doctoral students particularly interested in the topic.

5. What statistics background is necessary for comprehension of the materials? (check one)

2 a. none.
____ b. descriptive statistics only.
2 c. some inference, e.g. chi-square, t-tests.
____ d. more inference, e.g. fixed effects ANOVA, multiple correlation.
____ e. extensive background, e.g. factor analysis, multivariate models.

6. Student reactions to the text are primarily (check one):

1 a. enthuslastic.
2 b. fairly positive.
1 c. mixed: some positive.
____ d. neutral.
____ e. somewhat negative.
____ f. quite negative.

7. Assuming that a sequential order of topic presentation is desirable is the overall conceptual development of this text: (check one)

1 a. outstanding.
3 b. good.
___ c. somewhat poor.
___ d. very poor.

8. It the breadth (variety) of topic coverage (check one):

2 a. entirely adequate.
2 b. fairly adequate.
___ c. some significant omissions.
___ d. entirely inadequate.

9. Is the depth (detail) of topics (check one):

2 a. entirely adequate.
2 b. fairly adequate.
___ c. some significant omissions.
___ d. entirely inadequate.

10. The technical accuracy of the book is (check one):

3 a. excellent.
1 b. generally good.
___ c. poor--some significant errors.
___ d. very poor-many significant errors.

11. The level of scientific and/or mathematical language is (check one):

___ a. difficult for students even with class discussion.
2 b. understandable with class discussion.
2 c. understandable without class discussion.
___ d. trivial for students at this level.

12. Please list significant omissions (open ended).

"None, for a first course in the field."

Borg and Gall (continued)

13. Further comments:

"Poor table of contents."

"Too wordy (as seen by students)."

"I supplement the above book with:
Cook, David R. A Guide to Educational Research, Allyn and Bacon (Includes sample studies).
Elzey, Freeman F. A First Reader in Statistics, Brooks/Cole (Wadsworth), (Statistical Concepts)."

"I am supplementing Borg and Gall with my own stat pamphlet Statistics for Research and Measurement, Gerhard Lang, Montclair State College, New Jersey."

"First edition of this text was more teachable than this second edition. Book still is best in the field for an introductory course in education research."

SIG:PER
Text Survey

Englehart, Max Methods of Education Research, Rand McNally & Company, Chicago 1972

Number of Reviewers = 2

Referring to the text book you listed above, please respond to the following items in terms of your recommendations for its use.

1. Students' eventual orientation to the topic of the book (check one)

____ a. producers of....(e.g. research)
_1_ b. largely producers, some consumers of.... (e.g. research)
____ c. largely consumers, some producers of.... (e.g. research)
_1_ d. exclusively consumers of.... (e.g. research)

2. Level of quantitative ability required for students' comprehension of of the material: check on

_1_ a. below average is sufficient.
____ b. average.
_1_ c above average is necessary.

3. Level of verbal ability required for comprehension of the material: (check one)

____ a. below average is sufficient.
_2_ b. average.
____ c. above average is necessary.

4. Would you recommend this book for (check all that apply):

____ a. undergraduates.
_2_ b. master's students--require of all students.
_1_ c. master's students particularly interested in the topic
____ d. doctoral students--require of all students.
____ e. doctoral students particularly interested in the topic.

5. What statistics background is necessary for comprehension of the materials? (check one)

_1_ a. none.
____ b. descriptive statistics only.
_1_ c. some inference, e.g. chi-square, t-tests.
____ d. more inference, e.g. fixed effects ANOVA, multiple correlation.
____ e. extensive background, e.g. factor analysis, multivariate models.

6. Student reactions to the text are primarily (check one):

____ a. enthusiastic.
_1_ b. fairly positive.
_1_ c. mixed: some positive.
____ d. neutral.
____ e. somewhat negative.
____ f. quite negative.

7. Assuming that a sequential order of topic presentation is desirable is the overall conceptual development of this text: (check one)

1 a. outstanding.
1 b. good.
____ c. somewhat poor.
____ d. very poor.

8. It the breadth (variety) of topic coverage (check one):

1 a. entirely adequate.
1 b. fairly adequate.
____ c. some significant omissions.
____ d. entirely inadequate.

9. Is the depth (detail) of topics (check one):

2 a. entirely adequate.
____ b. fairly adequate.
____ c. some significant omissions.
____ d. entirely inadequate.

10. The technical accuracy of the book is (check one):

1 a. excellent.
1 b. generally good.
____ c. poor--some significant errors.
____ d. very poor-many significant errors.

11. The level of scientific and/or mathematical language is (check one):

____
____ a. difficult for students even with class discussion.
1 b. understandable with class discussion.
1 c. understandable without class discussion.
____ d. trivial for students at this level.

12. Please list significant omissions (open ended).

SIG:PER
Text Survey

Helmstadter, G.C. Research Concepts in Human Behavior: Education Psychology, Sociology, Appleton Century Crofts, N.Y. 1970

Number of Reviewers = 1

Referring to the text book you listed above, please respond to the following items in terms of your recommendations for its use.

1. Students' eventual orientation to the topic of the book (check one)

____ a. producers of....(e.g. research)
____ b. largely producers, some consumers of.... (e.g. research)
1 c. largely consumers, some producers of.... (e.g. research)
____ d. exclusively consumers of.... (e.g. research)

2. Level of quantitative ability required for students' comprehension of of the material: check on

____ a. below average is sufficient.
1 b. average.
____ c above average is necessary.

3. Level of verbal ability required for comprehension of the material: (check one)

____ a. below average is sufficient.
1 b. average.
____ c. above average is necessary.

4. Would you recommend this book for (check all that apply):

____ a. undergraduates.
1 b. master's students--require of all students.
1 c. master's students particularly interested in the topic
1 d. doctoral students--require of all students.
____ e. doctoral students particularly interested in the topic.

5. What statistics background is necessary for comprehension of the materials? (check one)

1 a. none.
____ b. descriptive statistics only.
____ c. some inference, e.g. chi-square, t-tests.
____ d. more inference, e.g. fixed effects ANOVA, multiple correlation.
____ e. extensive background, e.g. factor analysis, multivariate models.

6. Student reactions to the text are primarily (check one):

____ a. enthusiastic.
1 b. fairly positive.
____ c. mixed: some positive.
____ d. neutral.
____ e. somewhat negative.
____ f. quite negative.

7. Assuming that a sequential order of topic presentation is desirable is the overall conceptual development of this text: (check one)

_____ a. outstanding.
_1_ b. good.
_____ c. somewhat poor.
_____ d. very poor.

8. It the breadth (variety) of topic coverage (check one):

_1_ a. entirely adequate.
_____ b. fairly adequate.
_____ c. some significant omissions.
_____ d. entirely inadequate.

9. Is the depth (detail) of topics (check one):

_____ a. entirely adequate.
_1_ b. fairly adequate.
_____ c. some significant omissions.
_____ d. entirely inadequate.

10. The technical accuracy of the book is (check one):

_1_ a. excellent.
_____ b. generally good.
_____ c. poor--some significant errors.
_____ d. very poor-many significant errors.

11. The level of scientific and/or mathematical language is (check one):

_____
_1_ a. difficult for students even with class discussion.
_____ b. understandable with class discussion.
_____ c. understandable without class discussion.
_____ d. trivial for students at this level.

12. Please list significant omissions (open ended).

13. Further comments:

"One of the two or three best available for Master's level (largely-consumer or omnibus) course."

SIG:PER
Text Survey

Kerlinger, Fred N. Foundations of Behavioral Research: Educational & Psychology Inquiry, Holt, Rinehart & Winston, Inc. N.Y., 2nd ed. 1973

Number of Reviewers = 6

Referring to the text book you listed above, please respond to the following items in terms of your recommendations for its use.

1. Students' eventual orientation to the topic of the book (check one)

__2__ a. producers of....(e.g. research)
__1__ b. largely producers, some consumers of.... (e.g. research)
__3__ c. largely consumers, some producers of.... (e.g. research)
____ d. exclusively consumers of.... (e.g. research)

2. Level of quantitative ability required for students' comprehension of of the material: check on

____ a. below average is sufficient.
__3__ b. average.
__3__ c above average is necessary.

3. Level of verbal ability required for comprehension of the material: (check one)

____ a. below average is sufficient.
__4__ b. average.
__2__ c. above average is necessary.

4. Would you recommend this book for (check all that apply):

____ a. undergraduates.
__1__ b. master's students--require of all students.
__2__ c. master's students particularly interested in the topic
__4__ d. doctoral students--require of all students.
__3__ e. doctoral students particularly interested in the topic.

5. What statistics background is necessary for comprehension of the materials? (check one)

____ a. none.
____ b. descriptive statistics only.
__4__ c. some inference, e.g. chi-square, t-tests.
__1__ d. more inference, e.g. fixed effects ANOVA, multiple correlation.
__1__ e. extensive background, e.g. factor analysis, multivariate models.

6. Student reactions to the text are primarily (check one):

__1__ a. enthusiastic.
__3__ b. fairly positive.
__2__ c. mixed: some positive.
____ d. neutral.
____ e. somewhat negative.
____ f. quite negative.

7. Assuming that a sequential order of topic presentation is desirable is the overall conceptual development of this text: (check one)

____ a. outstanding.
5 b. good.
1 c. somewhat poor.
____ d. very poor.

8. It the breadth (variety) of topic coverage (check one):

4 a. entirely adequate.
2 b. fairly adequate.
____ c. some significant omissions.
____ d. entirely inadequate.

9. Is the depth (detail) of topics (check one):

5 a. entirely adequate.
1 b. fairly adequate.
____ c. some significant omissions.
____ d. entirely inadequate.

10. The technical accuracy of the book is (check one):

6 a. excellent.
____ b. generally good.
____ c. poor--some significant errors.
____ d. very poor-many significant errors.

11. The level of scientific and/or mathematical language is (check one):

____
1 a. difficult for students even with class discussion.
5 b. understandable with class discussion.
____ c. understandable without class discussion.
____ d. trivial for students at this level.

12. Please list significant omissions (open ended).

"It attempts to cover so much territory (statistics, tests, measurements, research designs etc.) that, unless the student has a good background from other sources, comprehension often suffers. 2nd edition is much better."

"Nothing on the developing area of evaluation as distinct from research."

"It is primarily based on experimental methods of research. As a result it does a very light treatise on historical or library approach to research."

Kerlinger (continued)

13. Further comments:

"All Masters level people are required to take the intro course at this University. Over the last five years, I have tried lower priced texts. The students, however, complain. Their complaint is that they end up having to read Kerlinger any way because he covers the material so much better than the others."

"Outstanding for all graduate students except perhaps those who are learning about research only as consumers at Master's level. Maybe the most important single book for the student's library."

"Definitely advanced -- and selective in content."

"Other sources required to fill in and complement the coverage. Really an imperimental designs (rather than a basic research) text."

SIG:PER
Text Survey

Lehmann, I.J. and W.A. Mehrens Educational Research: Readings in Focus, Holt, Rinehart & Winston, N.Y. 1971

Number of Reviewers = 2

Referring to the text book you listed above, please respond to the following items in terms of your recommendations for its use.

1. Students' eventual orientation to the topic of the book (check one)

_____ a. producers of....(e.g. research)
_____ b. largely producers, some consumers of.... (e.g. research)
_____ c. largely consumers, some producers of.... (e.g. research)
__2__ d. exclusively consumers of.... (e.g. research)

2. Level of quantitative ability required for students' comprehension of of the material: check on

__1__ a. below average is sufficient.
__1__ b. average.
_____ c above average is necessary.

3. Level of verbal ability required for comprehension of the material: (check one)

__1__ a. below average is sufficient.
_____ b. average.
__1__ c. above average is necessary.

4. Would you recommend this book for (check all that apply):

__1__ a. undergraduates.
__1__ b. master's students--require of all students.
__1__ c. master's students particularly interested in the topic
__1__ d. doctoral students--require of all students.
__1__ e. doctoral students particularly interested in the topic.

5. What statistics background is necessary for comprehension of the materials? (check one)

__1__ a. none.
_____ b. descriptive statistics only.
_____ c. some inference, e.g. chi-square, t-tests.
__1__ d. more inference, e.g. fixed effects ANOVA, multiple correlation.
_____ e. extensive background, e.g. factor analysis, multivariate models.

6. Student reactions to the text are primarily (check one):

_____ a. enthusiastic.
__2__ b. fairly positive.
_____ c. mixed: some positive.
_____ d. neutral.
_____ e. somewhat negative.
_____ f. quite negative.

7. Assuming that a sequential order of topic presentation is desirable is the overall conceptual development of this text: (check one)

____ a. outstanding.
2 b. good.
____ c. somewhat poor.
____ d. very poor.

8. It the breadth (variety) of topic coverage (check one):

____ a. entirely adequate.
1 b. fairly adequate.
1 c. some significant omissions.
____ d. entirely inadequate.

9. Is the depth (detail) of topics (check one):

____ a. entirely adequate.
2 b. fairly adequate.
____ c. some significant omissions.
____ d. entirely inadequate.

10. The technical accuracy of the book is (check one):

____ a. excellent.
2 b. generally good.
____ c. poor--some significant errors.
____ d. very poor-many significant errors.

11. The level of scientific and/or mathematical language is (check one):

1 a. difficult for students even with class discussion.
____ b. understandable with class discussion.
1 c. understandable without class discussion.
____ d. trivial for students at this level.

12. Please list significant omissions (open ended).

"Single subject designs."

"Experimental section: generally poor selection of good applied experimental studies."

"Explanatory vs. descriptive surveys."

"No evaluation studies section."

"Some studies require high level of statistical background."

Lehmann and Mehrens (continued)

13. Further comments:

"I like publication of rejoinders to articles but, I do not appreciate fictitious research insertion."

"Generally, good variety of studies are given."

"Good for a Master's-level consumers' course."

SIG:PER
Text Survey

Mouly, George J. The Science of Educational Research, 2nd Edition, Van Nostrand Reinhold Company, N.Y. 1970

Number of Reviewers = 3

Referring to the text book you listed above, please respond to the following items in terms of your recommendations for its use.

1. Students' eventual orientation to the topic of the book (check one)

____ a. producers of....(e.g. research)
____ b. largely producers, some consumers of.... (e.g. research)
3 c. largely consumers, some producers of.... (e.g. research)
____ d. exclusively consumers of.... (e.g. research)

2. Level of quantitative ability required for students' comprehension of of the material: check on

2 a. below average is sufficient.
1 b. average.
____ c. above average is necessary.

3. Level of verbal ability required for comprehension of the material: (check one)

____ a. below average is sufficient.
2 b. average.
1 c. above average is necessary.

4. Would you recommend this book for (check all that apply):

____ a. undergraduates.
3 b. master's students--require of all students.
____ c. master's students particularly interested in the topic
1 d. doctoral students--require of all students.
____ e. doctoral students particularly interested in the topic.

5. What statistics background is necessary for comprehension of the materials? (check one)

1 a. none.
2 b. descriptive statistics only.
____ c. some inference, e.g. chi-square, t-tests.
____ d. more inference, e.g. fixed effects ANOVA, multiple correlation.
____ e. extensive background, e.g. factor analysis, multivariate models.

6. Student reactions to the text are primarily (check one):

1 a. enthusiastic.
____ b. fairly positive.
1 c. mixed: some positive.
____ d. neutral.
1 e. somewhat negative.
____ f. quite negative.

7. Assuming that a sequential order of topic presentation is desirable is the overall conceptual development of this text: (check one)

1 a. outstanding.
2 b. good.
____ c. somewhat poor.
____ d. very poor.

8. It the breadth (variety) of topic coverage (check one):

1 a. entirely adequate.
2 b. fairly adequate.
____ c. some significant omissions.
____ d. entirely inadequate.

9. Is the depth (detail) of topics (check one):

____ a. entirely adequate.
3 b. fairly adequate.
____ c. some significant omissions.
____ d. entirely inadequate.

10. The technical accuracy of the book is (check one):

1 a. excellent.
2 b. generally good.
____ c. poor--some significant errors.
____ d. very poor-many significant errors.

11. The level of scientific and/or mathematical language is (check one):

____ a. difficult for students even with class discussion.
1 b. understandable with class discussion.
1 c. understandable without class discussion.
1 d. trivial for students at this level.

12. Please list significant omissions (open ended).

13. Further Comments:

"Statistical inference is presented in such a manner that the instructor can be quite flexible in his presentation. This, rather than being detrimental, is a strength."

"A student workbook with 2500 multiple choice test items is also available."

SIG:PER
Text Survey

Sax, Gilbert Empirical Foundations of Educational Research, Englewood Cliffs: Prentice Hall, 1967

Number of Reviewers = 1

Referring to the text book you listed above, please respond to the following items in terms of your recommendations for its use.

1. Students' eventual orientation to the topic of the book (check one)

____ a. producers of....(e.g. research)
____ b. largely producers, some consumers of.... (e.g. research)
____ c. largely consumers, some producers of.... (e.g. research)
_1_ d. exclusively consumers of.... (e.g. research)

2. Level of quantitative ability required for students' comprehension of of the material: check on

_1_ a. below average is sufficient.
____ b. average.
____ c above average is necessary.

3. Level of verbal ability required for comprehension of the material: (check one)

_1_ a. below average is sufficient.
____ b. average.
____ c. above average is necessary.

4. Would you recommend this book for (check all that apply):

____ a. undergraduates.
____ b. master's students--require of all students.
____ c. master's students particularly interested in the topic
____ d. doctoral students--require of all students.
____ e. doctoral students particularly interested in the topic.

5. What statistics background is necessary for comprehension of the materials? (check one)

____ a. none.
_1_ b. descriptive statistics only.
____ c. some inference, e.g. chi-square, t-tests.
____ d. more inference, e.g. fixed effects ANOVA, multiple correlation.
____ e. extensive background, e.g. factor analysis, multivariate models.

6. Student reactions to the text are primarily (check one):

____ a. enthusiastic.
____ b. fairly positive.
____ c. mixed: some positive.
____ d. neutral.
____ e. somewhat negative.
_1_ f. quite negative.

7. Assuming that a sequential order of topic presentation is desirable is the overall conceptual development of this text: (check one)

_____ a. outstanding.
_____ b. good.
__1__ c. somewhat poor.
_____ d. very poor.

8. It the breadth (variety) of topic coverage (check one):

_____ a. entirely adequate.
_____ b. fairly adequate.
__1__ c. some significant omissions.
_____ d. entirely inadequate.

9. Is the depth (detail) of topics (check one):

_____ a. entirely adequate.
_____ b. fairly adequate.
__1__ c. some significant omissions.
_____ d. entirely inadequate.

10. The technical accuracy of the book is (check one):

_____ a. excellent.
__1__ b. generally good.
_____ c. poor--some significant errors.
_____ d. very poor-many significant errors.

11. The level of scientific and/or mathematical language is (check one):

_____ a. difficult for students even with class discussion.
__1__ b. understandable with class discussion.
_____ c. understandable without class discussion.
_____ d. trivial for students at this level.

12. Please list significant omissions (open ended).

SIG:PER
Text Survey

Travers, Robert M. Essentials of Learning, 2nd Edition, Macmillan, N.Y. 1967

Number of Reviewers = 1

Referring to the text book you listed above, please respond to the following items in terms of your recommendations for its use.

1. Students' eventual orientation to the topic of the book (check one)

____ a. producers of....(e.g. research)
1 b. largely producers, some consumers of.... (e.g. research)
____ c. largely consumers, some producers of.... (e.g. research)
____ d. exclusively consumers of.... (e.g. research)

2. Level of quantitative ability required for students' comprehension of of the material: check on

____ a. below average is sufficient.
1 b. average.
____ c above average is necessary.

3. Level of verbal ability required for comprehension of the material: (check one)

____ a. below average is sufficient.
1 b. average.
____ c. above average is necessary.

4. Would you recommend this book for (check all that apply):

____ a. undergraduates.
____ b. master's students--require of all students.
1 c. master's students particularly interested in the topic
____ d. doctoral students--require of all students.
____ e. doctoral students particularly interested in the topic.

5. What statistics background is necessary for comprehension of the materials? (check one)

____ a. none.
1 b. descriptive statistics only.
____ c. some inference, e.g. chi-square, t-tests.
____ d. more inference, e.g. fixed effects ANOVA, multiple correlation.
____ e. extensive background, e.g. factor analysis, multivariate models.

6. Student reactions to the text are primarily (check one):

____ a. enthusiastic.
____ b. fairly positive.
1 c. mixed: some positive.
____ d. neutral.
____ e. somewhat negative.
____ f. quite negative.

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_1_ b. fairly adequate.
____ c. some significant omissions.
____ d. entirely inadequate.

9. Is the depth (detail) of topics (check one):

____ a. entirely adequate.
_1_ b. fairly adequate.
____ c. some significant omissions.
____ d. entirely inadequate.

10. The technical accuracy of the book is (check one):

_1_ a. excellent.
____ b. generally good.
____ c. poor--some significant errors.
____ d. very poor-many significant errors.

11. The level of scientific and/or mathematical language is (check one):

____ a. difficult for students even with class discussion.
_1_ b. understandable with class discussion.
____ c. understandable without class discussion.
____ d. trivial for students at this level.

12. Please list significant omissions (open ended).

13. **Further comments:**

"A bit too theoretical -- does not always get down to details."

SIG:PER
Text Survey

Tuckman, Bruce Conducting Educational Research, Harcourt-Brace, N.Y. 1972

Number of Reviewers = 2

Referring to the text book you listed above, please respond to the following items in terms of your recommendations for its use.

1. Students' eventual orientation to the topic of the book (check one)

____ a. producers of....(e.g. research)
____ b. largely producers, some consumers of.... (e.g. research)
2 c. largely consumers, some producers of.... (e.g. research)
____ d. exclusively consumers of.... (e.g. research)

2. Level of quantitative ability required for students' comprehension of of the material: check on

____ a. below average is sufficient.
2 b. average.
____ c above average is necessary.

3. Level of verbal ability required for comprehension of the material: (check one)

____ a. below average is sufficient.
2 b. average.
____ c. above average is necessary.

4. Would you recommend this book for (check all that apply):

1 a. undergraduates.
2 b. master's students--require of all students.
____ c. master's students particularly interested in the topic
____ d. doctoral students--require of all students.
____ e. doctoral students particularly interested in the topic.

5. What statistics background is necessary for comprehension of the materials? (check one)

2 a. none.
____ b. descriptive statistics only.
____ c. some inference, e.g. chi-square, t-tests.
____ d. more inference, e.g. fixed effects ANOVA, multiple correlation.
____ e. extensive background, e.g. factor analysis, multivariate models.

6. Student reactions to the text are primarily (check one):

____ a. enthusiastic.
1 b. fairly positive.
____ c. mixed: some positive.
1 d. neutral.
____ e. somewhat negative.
____ f. quite negative.

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____ c. somewhat poor.
____ d. very poor.

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2 b. fairly adequate.
____ c. some significant omissions.
____ d. entirely inadequate.

9. Is the depth (detail) of topics (check one):

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2 b. fairly adequate.
____ c. some significant omissions.
____ d. entirely inadequate.

10. The technical accuracy of the book is (check one):

____ a. excellent.
2 b. generally good.
____ c. poor--some significant errors.
____ d. very poor-many significant errors.

11. The level of scientific and/or mathematical language is (check one):

____
____ a. difficult for students even with class discussion.
____ b. understandable with class discussion.
2 c. understandable without class discussion.
____ d. trivial for students at this level.

12. Please list significant omissions (open ended).

"Chapter 10 - Using procedures for data processing, is not useful in the situation on our campus.

13. Further comments:

"The text is experiment oriented and does not give an adequate treatment to descriptive research methodology. A better balance between experimental and descriptive research methods would be more desirable."

"Tuckman's treatment of hypothosis and aperational definitions is the best I have seen anywhere."

SIG:PER
Text Survey

VanDalen, Deobold Understanding Educational Research: An Introduction, **3rd Edition**, McGraw-Hill Book Company, N.Y. 1973

Number of Reviewers = 5

Referring to the text book you listed above, please respond to the following items in terms of your recommendations for its use.

1. Students' eventual orientation re the topic of the book (check one)

____ a. producers of....(e.g. research)
2 b. largely producers, some consumers of.... (e.g. research)
2 c. largely consumers, some producers of.... (e.g. research)
1 d. exclusively consumers of.... (e.g. research)

2. Level of quantitative ability required for students' comprehension of of the material: check on

1 a. below average is sufficient.
4 b. average.
____ c above average is necessary.

3. Level of verbal ability required for comprehension of the material: (check one)

____ a. below average is sufficient.
5 b. average.
____ c. above average is necessary.

4. Would you recommend this book for (check all that apply):

1 a. undergraduates.
4 b. master's students--require of all students.
2 c. master's students particularly interested in the topic
____ d. doctoral students--require of all students.
____ e. doctoral students particularly interested in the topic.

5. What statistics background is necessary for comprehension of the materials? (check one)

2 a. none.
1 b. descriptive statistics only.
2 c. some inference, e.g. chi-square, t-tests.
____ d. more inference, e.g. fixed effects ANOVA, multiple correlation.
____ e. extensive background, e.g. factor analysis, multivariate models.

6. Student reactions to the text are primarily (check one):

____ a. enthusiastic.
1 b. fairly positive.
4 c. mixed: some positive.
____ d. neutral.
____ e. somewhat negative.
____ f. quite negative.

7. Assuming that a sequential order of topic presentation is desirable is the overall conceptual development of this text: (check one)

____ a. outstanding.
4 b. good.
1 c. somewhat poor.
____ d. very poor.

8. It the breadth (variety) of topic coverage (check one):

____ a. entirely adequate.
3 b. fairly adequate.
2 c. some significant omissions.
____ d. entirely inadequate.

9. Is the depth (detail) of topics (check one):

____ a. entirely adequate.
4 b. fairly adequate.
1 c. some significant omissions.
____ d. entirely inadequate.

10. The technical accuracy of the book is (check one):

____ a. excellent.
4 b. generally good.
1 c. poor--some significant errors.
____ d. very poor-many significant errors.

11. The level of scientific and/or mathematical language is (check one):

____ a. difficult for students even with class discussion.
5 b. understandable with class discussion.
____ c. understandable without class discussion.
____ d. trivial for students at this level.

12. Please list significant omissions (open ended).

"In the third edition (1973) the statistics has been relegated to the appendices. This is a major shortcoming of the book, and I will change books on this account."

"There were no references to explanatory vs. descriptive surveys or evaluation methodology."

"The appendices omit statistical tables, provide a poor treatment of variance. Also, they omit t-test and one-way ANOVA--goes to two-way fixed effects model."

VanDalen (continued)

13. Further Comments:

"A good text - oriented toward consumer."

"The 3rd Edition is inferior to 2nd Edition. I expect to change next year."

"Report writing, chapter 12, is thin and virtually useless - particularly in reviews of literature, stylistics, and term paper usage."

SIG:PER
Text Survey

Wiersma, William Research Methods in Education: An Introduction, Lippincott, Philadelphia 1969

Number of Reviewers = 4

Referring to the text book you listed above, please respond to the following items in terms of your recommendations for its use.

1. Students' eventual orientation to the topic of the book (check one)

____ a. producers of....(e.g. research)
____ b. largely producers, some consumers of.... (e.g. research)
4 c. largely consumers, some producers of.... (e.g. research)
____ d. exclusively consumers of.... (e.g. research)

2. Level of quantitative ability required for students' comprehension of of the material: check on

1 a. below average is sufficient.
3 b. average.
____ c above average is necessary.

3. Level of verbal ability required for comprehension of the material: (check one)

____ a. below average is sufficient.
3 b. average.
1 c. above average is necessary.

4. Would you recommend this book for (check all that apply):

____ a. undergraduates.
1 b. master's students--require of all students.
3 c. master's students particularly interested in the topic
1 d. doctoral students--require of all students.
____ e. doctoral students particularly interested in the topic.

5. What statistics background is necessary for comprehension of the materials? (check one)

1 a. none.
1 b. descriptive statistics only.
2 c. some inference, e.g. chi-square, t-tests.
____ d. more inference, e.g. fixed effects ANOVA, multiple correlation.
____ e. extensive background, e.g. factor analysis, multivariate models.

6. Student reactions to the text are primarily (check one):

____ a. enthusiastic.
1 b. fairly positive.
2 c. mixed: some positive.
____ d. neutral.
1 e. somewhat negative.
____ f. quite negative.

7. Assuming that a sequential order of topic presentation is desirable is the overall conceptual development of this text: (check one)

_____ a. outstanding.
__3__ b. good.
_____ c. somewhat poor.
_____ d. very poor.

8. It the breadth (variety) of topic coverage (check one):

_____ a. entirely adequate.
__3__ b. fairly adequate.
_____ c. some significant omissions.
_____ d. entirely inadequate.

9. Is the depth (detail) of topics (check one):

_____ a. entirely adequate.
__2__ b. fairly adequate.
__2__ c. some significant omissions.
_____ d. entirely inadequate.

10. The technical accuracy of the book is (check one):

_____ a. excellent.
__3__ b. generally good.
_____ c. poor--some significant errors.
_____ d. very poor-many significant errors.

11. The level of scientific and/or mathematical language is (check one):

_____
_____ a. difficult for students even with class discussion.
__1__ b. understandable with class discussion.
__2__ c. understandable without class discussion.
_____ d. trivial for students at this level.

12. Please list significant omissions (open ended).

"Treatment of the philosophical and theoretical foundations underlying the research process were inadequately emphasized."

13. Further Comments:

"Chapters 2 and 3 of this text provide perhaps the best and most concise approach to a conceptual understanding of descriptive and inferential statistics currently available."

"The problems presented for students are good."

"Since I am the author of the text, I find it quite satisfactory for our Research Design I-course. In fact, I initially wrote the text specifically with that course in mind, the content of which is quantitatively oriented."

STATISTICAL TECHNIQUES

SIG:PER
Text Survey

Bailey, Daniel E. Probability and Statistics: Models for Research, 1st Edition, John Wiley & Sons, N.Y. 1971

Number of Reviewers = 1

Referring to the text book you listed above, please respond to the following items in terms of your recommendations for its use.

1. Students' eventual orientation to the topic of the book (check one)

____ a. producers of....(e.g. research)
____ b. largely producers, some consumers of.... (e.g. research)
1 c. largely consumers, some producers of.... (e.g. research)
____ d. exclusively consumers of.... (e.g. research)

2. Level of quantitative ability required for students' comprehension of of the material: check on

____ a. below average is sufficient.
1 b. average.
____ c above average is necessary.

3. Level of verbal ability required for comprehension of the material: (check one)

____ a. below average is sufficient.
1 b. average.
____ c. above average is necessary.

4. Would you recommend this book for (check all that apply):

____ a. undergraduates.
1 b. master's students--require of all students.
____ c. master's students particularly interested in the topic
____ d. doctoral students--require of all students.
____ e. doctoral students particularly interested in the topic.

5. What statistics background is necessary for comprehension of the materials? (check one)

1 a. none.
____ b. descriptive statistics only.
____ c. some inference, e.g. chi-square, t-tests.
____ d. more inference, e.g. fixed effects ANOVA, multiple correlation.
____ e. extensive background, e.g. factor analysis, multivariate models.

6. Student reactions to the text are primarily (check one):

____ a. enthusiastic.
____ b. fairly positive.
1 c. mixed: some positive.
____ d. neutral.
____ e. somewhat negative.
____ f. quite negative.

7. Assuming that a sequential order of topic presentation is desirable is the overall conceptual development of this text: (check one)

_1_ a. outstanding.
____ b. good.
____ c. somewhat poor.
____ d. very poor.

8. It the breadth (variety) of topic coverage (check one):

_1_ a. entirely adequate.
____ b. fairly adequate.
____ c. some significant omissions.
____ d. entirely inadequate.

9. Is the depth (detail) of topics (check one):

_1_ a. entirely adequate.
____ b. fairly adequate.
____ c. some significant omissions.
____ d. entirely inadequate.

10. The technical accuracy of the book is (check one):

_1_ a. excellent.
____ b. generally good.
____ c. poor--some significant errors.
____ d. very poor-many significant errors.

11. The level of scientific and/or mathematical language is (check one):

____ a. difficult for students even with class discussion.
_1_ b. understandable with class discussion.
____ c. understandable without class discussion.
____ d. trivial for students at this level.

12. Please list significant omissions (open ended).

13. Further comments:

"More discussion on contingency tables would be helpful."

SIG:PER
Text Survey

Downie, N.M. and R.W. Heath Basic Statistical Methods, 3rd Edition
Harper & Row, N.Y. 1970

Number of Reviewers = 4

Referring to the text book you listed above, please respond to the following items in terms of your recommendations for its use.

1. Students' eventual orientation to the topic of the book (check one)

____ a. producers of....(e.g. research)
2 b. largely producers, some consumers of.... (e.g. research)
2 c. largely consumers, some producers of.... (e.g. research)
____ d. exclusively consumers of.... (e.g. research)

2. Level of quantitative ability required for students' comprehension of of the material: check on

3 a. below average is sufficient.
1 b. average.
____ c above average is necessary.

3. Level of verbal ability required for comprehension of the material: (check one)

____ a. below average is sufficient.
4 b. average.
____ c. above average is necessary.

4. Would you recommend this book for (check all that apply):

1 a. undergraduates.
3 b. master's students--require of all students.
1 c. master's students particularly interested in the topic
____ d. doctoral students--require of all students.
____ e. doctoral students particularly interested in the topic.

5. What statistics background is necessary for comprehension of the materials? (check one)

4 a. none.
____ b. descriptive statistics only.
____ c. some inference, e.g. chi-square, t-tests.
____ d. more inference, e.g. fixed effects ANOVA, multiple correlation.
____ e. extensive background, e.g. factor analysis, multivariate models.

6. Student reactions to the text are primarily (check one):

____ a. enthusiastic.
3 b. fairly positive.
____ c. mixed: some positive.
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____ f. quite negative.

7. Assuming that a sequential order of topic presentation is desirable is the overall conceptual development of this text: (check one)

____ a. outstanding.
4 b. good.
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8. It the breadth (variety) of topic coverage (check one):

2 a. entirely adequate.
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____ a. excellent.
4 b. generally good.
____ c. poor--some significant errors.
____ d. very poor-many significant errors.

11. The level of scientific and/or mathematical language is (check one):

____
____ a. difficult for students even with class discussion.
4 b. understandable with class discussion.
____ c. understandable without class discussion.
____ d. trivial for students at this level.

12. Please list significant omissions (open ended).

"Handling of Students' t is confusing - also problems at end of chapters poorly choosen."

13. Further comments:

"Fairly clearly written but not as up to date or comprehensive as Minium's book."

"Why deal with grouped data in an introductory text? - or in any text for that matter? This is the day of calculators and computers."

"This is one of the best statistics books on the market for students with a limited mathematical background."

SIG:PER
Text Survey

Ferguson, G.A. Statistical Analysis in Psychology & Education, 3rd Edition, McGraw Hill, N.Y. 1971

Number of Reviewers = 2

Referring to the text book you listed above, please respond to the following items in terms of your recommendations for its use.

1. Students' eventual orientation to the topic of the book (check one)

____ a. producers of....(e.g. research)
2 b. largely producers, some consumers of.... (e.g. research)
____ c. largely consumers, some producers of.... (e.g. research)
____ d. exclusively consumers of.... (e.g. research)

2. Level of quantitative ability required for students' comprehension of of the material: check on

1 a. below average is sufficient.
____ b. average.
1 c above average is necessary.

3. Level of verbal ability required for comprehension of the material: (check one)

____ a. below average is sufficient.
2 b. average.
____ c. above average is necessary.

4. Would you recommend this book for (check all that apply):

____ a. undergraduates.
1 b. master's students--require of all students.
____ c. master's students particularly interested in the topic
1 d. doctoral students--require of all students.
____ e. doctoral students particularly interested in the topic.

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____ d. more inference, e.g. fixed effects ANOVA, multiple correlation.
____ e. extensive background, e.g. factor analysis, multivariate models.

6. Student reactions to the text are primarily (check one):

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____ d. neutral.
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____ f. quite negative.

7. Assuming that a sequential order of topic presentation is desirable is the overall conceptual development of this text: (check one)

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1 a. excellent.
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11. The level of scientific and/or mathematical language is (check one):

____ a. difficult for students even with class discussion.
2 b. understandable with class discussion.
____ c. understandable without class discussion.
____ d. trivial for students at this level.

12. Please list significant omissions (open ended).

"Not enough on interpretation of findings."

SIG:PER
Text Survey

Glass, Gene V. and Julian C. Stanley Statistical Methods in Education and Psychology, Prentice Hall, Englewood Cliffs 1970

Number of Reviewers = 2

Referring to the text book you listed above, please respond to the following items in terms of your recommendations for its use.

1. Students' eventual orientation to the topic of the book (check one)

1 a. producers of....(e.g. research)
____ b. largely producers, some consumers of.... (e.g. research)
1 c. largely consumers, some producers of.... (e.g. research)
____ d. exclusively consumers of.... (e.g. research)

2. Level of quantitative ability required for students' comprehension of of the material: check on

____ a. below average is sufficient.
1 b. average.
1 c above average is necessary.

3. Level of verbal ability required for comprehension of the material: (check one)

____ a. below average is sufficient.
1 b. average.
1 c. above average is necessary.

4. Would you recommend this book for (check all that apply):

____ a. undergraduates.
____ b. master's students--require of all students.
1 c. master's students particularly interested in the topic
1 d. doctoral students--require of all students.
2 e. doctoral students particularly interested in the topic.

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____ d. more inference, e.g. fixed effects ANOVA, multiple correlation.
____ e. extensive background, e.g. factor analysis, multivariate models.

6. Student reactions to the text are primarily (check one):

____ a. enthusiastic.
____ b. fairly positive.
1 c. mixed: some positive.
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1 e. somewhat negative.
____ f. quite negative.

7. Assuming that a sequential order of topic presentation is desirable is the overall conceptual development of this text: (check one)

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____ a. entirely adequate.
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2 a. entirely adequate.
____ b. fairly adequate.
____ c. some significant omissions.
____ d. entirely inadequate.

10. The technical accuracy of the book is (check one):

2 a. excellent.
____ b. generally good.
____ c. poor--some significant errors.
____ d. very poor-many significant errors.

11. The level of scientific and/or mathematical language is (check one):

____
1 a. difficult for students even with class discussion.
1 b. understandable with class discussion.
____ c. understandable without class discussion.
____ d. trivial for students at this level.

12. Please list significant omissions (open ended).

"Advanced correlational topics."

"Non Parametric techniques - However, including these would make the text just too long."

13. Further comments:

"This book is technically correct and uses notation that most students can easily handle. It is to be highly recommended."

"The majority of doctoral students in education find the text quite difficult, particularly the notation, which is quite complex; the result is a strong affective barrier against not only the book but the course as well."

SIG:PER
Text Survey

Harp, W.L. Statistics for the Social Sciences, Holt Rinehart & Winston Inc. N.Y. 1973

Number of Reviewers = 1

Referring to the text book you listed above, please respond to the following items in terms of your recommendations for its use.

1. Students' eventual orientation to the topic of the book (check one)

____ a. producers of....(e.g. research)
1 b. largely producers, some consumers of.... (e.g. research)
____ c. largely consumers, some producers of.... (e.g. research)
____ d. exclusively consumers of.... (e.g. research)

2. Level of quantitative ability required for students' comprehension of of the material: check on

____ a. below average is sufficient.
____ b. average.
1 c above average is necessary.

3. Level of verbal ability required for comprehension of the material: (check one)

____ a. below average is sufficient.
____ b. average.
1 c. above average is necessary.

4. Would you recommend this book for (check all that apply):

____ a. undergraduates.
____ b. master's students--require of all students.
____ c. master's students particularly interested in the topic
1 d. doctoral students--require of all students.
____ e. doctoral students particularly interested in the topic.

5. What statistics background is necessary for comprehension of the materials? (check one)

____ a. none.
____ b. descriptive statistics only.
1 c. some inference, e.g. chi-square, t-tests.
____ d. more inference, e.g. fixed effects ANOVA, multiple correlation.
____ e. extensive background, e.g. factor analysis, multivariate models.

6. Student reactions to the text are primarily (check one):

____ a. enthusiastic.
1 b. fairly positive.
____ c. mixed: some positive.
____ d. neutral.
____ e. somewhat negative.
____ f. quite negative.

7. Assuming that a sequential order of topic presentation is desirable is the overall conceptual development of this text: (check one)

_____ a. outstanding.
__1__ b. good.
_____ c. somewhat poor.
_____ d. very poor.

8. It the breadth (variety) of topic coverage (check one):

__1__ a. entirely adequate.
_____ b. fairly adequate.
_____ c. some significant omissions.
_____ d. entirely inadequate.

9. Is the depth (detail) of topics (check one):

__1__ a. entirely adequate.
_____ b. fairly adequate.
_____ c. some significant omissions.
_____ d. entirely inadequate.

10. The technical accuracy of the book is (check one):

__1__ a. excellent.
_____ b. generally good.
_____ c. poor--some significant errors.
_____ d. very poor-many significant errors.

11. The level of scientific and/or mathematical language is (check one):

_____
_____ a. difficult for students even with class discussion.
__1__ b. understandable with class discussion.
_____ c. understandable without class discussion.
_____ d. trivial for students at this level.

12. Please list significant omissions (open ended).

"Excellent coverage."

13. Further comments:

"Probably the best stat text in the field - at the intermediate/ advanced level - excellent presentation."

SIG:PER
Text Survey

Minium, E.W. Statistical Reasoning in Education & Psychology, John Wiley & Sons, N.Y. 1970

Number of Reviewers = 1

Referring to the text book you listed above, please respond to the following items in terms of your recommendations for its use.

1. Students' eventual orientation to the topic of the book (check one)

_____ a. producers of....(e.g. research)
_____ b. largely producers, some consumers of.... (e.g. research)
_1_ c. largely consumers, some producers of.... (e.g. research)
_____ d. exclusively consumers of.... (e.g. research)

2. Level of quantitative ability required for students' comprehension of of the material: check on

_____ a. below average is sufficient.
_1_ b. average.
_____ c above average is necessary.

3. Level of verbal ability required for comprehension of the material: (check one)

_____ a. below average is sufficient.
_1_ b. average.
_____ c. above average is necessary.

4. Would you recommend this book for (check all that apply):

_____ a. undergraduates.
_1_ b. master's students--require of all students.
_____ c. master's students particularly interested in the topic
_1_ d. doctoral students--require of all students.
_____ e. doctoral students particularly interested in the topic.

5. What statistics background is necessary for comprehension of the materials? (check one)

_1_ a. none.
_____ b. descriptive statistics only.
_____ c. some inference, e.g. chi-square, t-tests.
_____ d. more inference, e.g. fixed effects ANOVA, multiple correlation.
_____ e. extensive background, e.g. factor analysis, multivariate models.

6. Student reactions to the text are primarily (check one):

_____ a. enthusiastic.
_1_ b. fairly positive.
_____ c. mixed: some positive.
_____ d. neutral.
_____ e. somewhat negative.
_____ f. quite negative.

7. Assuming that a sequential order of topic presentation is desirable is the overall conceptual development of this text: (check one)

____ a. outstanding.
1 b. good.
____ c. somewhat poor.
____ d. very poor.

8. It the breadth (variety) of topic coverage (check one):

____ a. entirely adequate.
1 b. fairly adequate.
____ c. some significant omissions.
____ d. entirely inadequate.

9. Is the depth (detail) of topics (check one):

1 a. entirely adequate.
____ b. fairly adequate.
____ c. some significant omissions.
____ d. entirely inadequate.

10. The technical accuracy of the book is (check one):

1 a. excellent.
____ b. generally good.
____ c. poor--some significant errors.
____ d. very poor-many significant errors.

11. The level of scientific and/or mathematical language is (check one):

____ a. difficult for students even with class discussion.
1 b. understandable with class discussion.
____ c. understandable without class discussion.
____ d. trivial for students at this level.

12. Please list significant omissions (open ended).

"Nonparametric statistics."

13. Further comments:

"It is just about the best basic stat. presently available."

"It will soon be revised for 2nd edition."

"Extremely well written."

SIG:PER
Text Survey

Popham, W.J. and K.A. Sirotnik Educational Statistics, Use & Interpretation, 2nd Edition, Harper & Row, N.Y. 1967

Number of Reviewers = 4

Referring to the text book you listed above, please respond to the following items in terms of your recommendations for its use.

1. Students' eventual orientation to the topic of the book (check one)

____ a. producers of....(e.g. research)
____ b. largely producers, some consumers of.... (e.g. research)
4 c. largely consumers, some producers of.... (e.g. research)
____ d. exclusively consumers of.... (e.g. research)

2. Level of quantitative ability required for students' comprehension of of the material: check on

1 a. below average is sufficient.
3 b. average.
____ c above average is necessary.

3. Level of verbal ability required for comprehension of the material: (check one)

1 a. below average is sufficient.
3 b. average.
____ c. above average is necessary.

4. Would you recommend this book for (check all that apply):

2 a. undergraduates.
1 b. master's students--require of all students.
1 c. master's students particularly interested in the topic
1 d. doctoral students--require of all students.
____ e. doctoral students particularly interested in the topic.

5. What statistics background is necessary for comprehension of the materials? (check one)

4 a. none.
____ b. descriptive statistics only.
____ c. some inference, e.g. chi-square, t-tests.
____ d. more inference, e.g. fixed effects ANOVA, multiple correlation.
____ e. extensive background, e.g. factor analysis, multivariate models.

6. Student reactions to the text are primarily (check one):

____ a. enthusiastic.
4 b. fairly positive.
____ c. mixed: some positive.
____ d. neutral.
____ e. somewhat negative.
____ f. quite negative.

7. Assuming that a sequential order of topic presentation is desirable is the overall conceptual development of this text: (check one)

____ a. outstanding.
4 b. good.
____ c. somewhat poor.
____ d. very poor.

8. It the breadth (variety) of topic coverage (check one):

____ a. entirely adequate.
3 b. fairly adequate.
1 c. some significant omissions.
____ d. entirely inadequate.

9. Is the depth (detail) of topics (check one):

____ a. entirely adequate.
1 b. fairly adequate.
3 c. some significant omissions.
____ d. entirely inadequate.

10. The technical accuracy of the book is (check one):

____ a. excellent.
2 b. generally good.
1 c. poor--some significant errors.
1 d. very poor-many significant errors.

11. The level of scientific and/or mathematical language is (check one):

____
____ a. difficult for students even with class discussion.
2 b. understandable with class discussion.
2 c. understandable without class discussion.
____ d. trivial for students at this level.

12. Please list significant omissions (open ended).

"Various types of correlation coefficients - (phi, biserial, etc)."

"Interpretation of r^2."

"Post hoc comparisons - ANOVA."

"Advanced topics, e.g. multivariate, single-subject procedures."

"ANOVA tests for homogeneity are inaccurate. Give students idea that t-test tests for homogeneity are OK to use when in fact not."

"Many, many errors in appendix of answers to homework items."

Popham and Sirotnik (continued)

"Many, many errors in textual presentations of 2nd edition that were made in 1st edition (apparently poor editorial work)."

"An errata sheet should be provided."

13. Further comments:

"1st edition is full of mistakes - computational especially - some conceptual errors as well. Have not used 2nd edition to see if these errors have been corrected."

"Liked original format: general introduction, followed by computational chapter."

"Much better than 1st edition."

"Teachers tend to find the book simplistic. Students like it very much and often seek out copies when they are studying Stat from a more difficult text."

"After a somewhat lengthy review of the primary educational statistics texts available, I found the above listed text to be the best suited for students who come into the advanced degree programs with a wide variety of basic knowledge in statistics. Entering students may range from those who have had no math since high school, to the math major. Hence the choice which allows the student to move at his own pace."

"Regardless of errors of ommission and commission, this Stats book is the easiest for students to read, comprehend, and use as a source book (at a later date). It does need instructor clarification."

SIG:PER
Text Survey

Winer, B.J. Statistical Principles in Experimental Design, McGraw-Hill Book Company, N.Y. 1972

Number of Reviewers = 1

Referring to the text book you listed above, please respond to the following items in terms of your recommendations for its use.

1. Students' eventual orientation to the topic of the book (check one)

____ a. producers of....(e.g. research)
1 b. largely producers, some consumers of.... (e.g. research)
____ c. largely consumers, some producers of.... (e.g. research)
____ d. exclusively consumers of.... (e.g. research)

2. Level of quantitative ability required for students' comprehension of of the material: check on

____ a. below average is sufficient.
____ b. average.
1 c above average is necessary.

3. Level of verbal ability required for comprehension of the material: (check one)

____ a. below average is sufficient.
____ b. average.
1 c. above average is necessary.

4. Would you recommend this book for (check all that apply):

____ a. undergraduates.
____ b. master's students--require of all students.
____ c. master's students particularly interested in the topic
____ d. doctoral students--require of all students.
1 e. doctoral students particularly interested in the topic.

5. What statistics background is necessary for comprehension of the materials? (check one)

____ a. none.
____ b. descriptive statistics only.
____ c. some inference, e.g. chi-square, t-tests.
1 d. more inference, e.g. fixed effects ANOVA, multiple correlation.
____ e. extensive background, e.g. factor analysis, multivariate models.

6. Student reactions to the text are primarily (check one):

____ a. enthusiastic.
____ b. fairly positive.
1 c. mixed: some positive.
____ d. neutral.
____ e. somewhat negative.
____ f. quite negative.

7. Assuming that a sequential order of topic presentation is desirable is the overall conceptual development of this text: (check one)

____ a. outstanding.
1 b. good.
____ c. somewhat poor.
____ d. very poor.

8. It the breadth (variety) of topic coverage (check one):

1 a. entirely adequate.
____ b. fairly adequate.
____ c. some significant omissions.
____ d. entirely inadequate.

9. Is the depth (detail) of topics (check one):

1 a. entirely adequate.
____ b. fairly adequate.
____ c. some significant omissions.
____ d. entirely inadequate.

10. The technical accuracy of the book is (check one):

1 a. excellent.
____ b. generally good.
____ c. poor--some significant errors.
____ d. very poor-many significant errors.

11. The level of scientific and/or mathematical language is (check one):

____
1 a. difficult for students even with class discussion.
____ b. understandable with class discussion.
____ c. understandable without class discussion.
____ d. trivial for students at this level.

12. Please list significant omissions (open ended).

13. Further comments:

"Advanced and difficult to grasp - some topics made unnecessarily difficult."

MEASUREMENT

SIG:PER
Text Survey

Ahmann, Stanley J. and Marvin D. Glock Measuring & Evaluating Educational Achievement, Allyn & Bacon, Boston 1971

Number of Reviewers = 2

Referring to the text book you listed above, please respond to the following items in terms of your recommendations for its use.

1. Students' eventual orientation to the topic of the book (check one)

____ a. producers of....(e.g. research)
____ b. largely producers, some consumers of.... (e.g. research)
1 c. largely consumers, some producers of.... (e.g. research)
1 d. exclusively consumers of.... (e.g. research)

2. Level of quantitative ability required for students' comprehension of of the material: check on

2 a. below average is sufficient.
____ b. average.
____ c above average is necessary.

3. Level of verbal ability required for comprehension of the material: (check one)

____ a. below average is sufficient.
2 b. average.
____ c. above average is necessary.

4. Would you recommend this book for (check all that apply):

2 a. undergraduates.
2 b. master's students--require of all students.
____ c. master's students particularly interested in the topic
____ d. doctoral students--require of all students.
____ e. doctoral students particularly interested in the topic.

5. What statistics background is necessary for comprehension of the materials? (check one)

2 a. none.
____ b. descriptive statistics only.
____ c. some inference, e.g. chi-square, t-tests.
____ d. more inference, e.g. fixed effects ANOVA, multiple correlation.
____ e. extensive background, e.g. factor analysis, multivariate models.

6. Student reactions to the text are primarily (check one):

____ a. enthusiastic.
2 b. fairly positive.
____ c. mixed: some positive.
____ d. neutral.
____ e. somewhat negative.
____ f. quite negative.

7. Assuming that a sequential order of topic presentation is desirable is the overall conceptual development of this text: (check one)

1 a. outstanding.
1 b. good.
____ c. somewhat poor.
____ d. very poor.

8. It the breadth (variety) of topic coverage (check one):

____ a. entirely adequate.
1 b. fairly adequate.
1 c. some significant omissions.
____ d. entirely inadequate.

9. Is the depth (detail) of topics (check one):

____ a. entirely adequate.
2 b. fairly adequate.
____ c. some significant omissions.
____ d. entirely inadequate.

10. The technical accuracy of the book is (check one):

1 a. excellent.
1 b. generally good.
____ c. poor--some significant errors.
____ d. very poor-many significant errors.

11. The level of scientific and/or mathematical language is (check one):

____ a. difficult for students even with class discussion.
1 b. understandable with class discussion.
1 c. understandable without class discussion.
____ d. trivial for students at this level.

12. Please list significant omissions (open ended).

"Needs chapter on criterion referenced testing."

"Needs better section on descriptive statistics."

SIG:PER
Text Survey

Cronback, Lee J. Essentials of Psychological Testing, 3rd Edition, Harper & Row, N.Y. 1970

Number of Reviewers = 1

Referring to the text book you listed above, please respond to the following items in terms of your recommendations for its use.

1. Students' eventual orientation to the topic of the book (check one)

____ a. producers of....(e.g. research)
____ b. largely producers, some consumers of.... (e.g. research)
____ c. largely consumers, some producers of.... (e.g. research)
1 d. exclusively consumers of.... (e.g. research)

2. Level of quantitative ability required for students' comprehension of of the material: check on

____ a. below average is sufficient.
1 b. average.
____ c above average is necessary.

3. Level of verbal ability required for comprehension of the material: (check one)

____ a. below average is sufficient.
1 b. average.
____ c. above average is necessary.

4. Would you recommend this book for (check all that apply):

____ a. undergraduates.
____ b. master's students--require of all students.
1 c. master's students particularly interested in the topic
____ d. doctoral students--require of all students.
____ e. doctoral students particularly interested in the topic.

5. What statistics background is necessary for comprehension of the materials? (check one)

____ a. none.
1 b. descriptive statistics only.
____ c. some inference, e.g. chi-square, t-tests.
____ d. more inference, e.g. fixed effects ANOVA, multiple correlation.
____ e. extensive background, e.g. factor analysis, multivariate models.

6. Student reactions to the text are primarily (check one):

____ a. enthusiastic.
1 b. fairly positive.
____ c. mixed: some positive.
____ d. neutral.
____ e. somewhat negative.
____ f. quite negative.

7. Assuming that a sequential order of topic presentation is desirable is the overall conceptual development of this text: (check one)

____ a. outstanding.
1 b. good.
____ c. somewhat poor.
____ d. very poor.

8. It the breadth (variety) of topic coverage (check one):

1 a. entirely adequate.
____ b. fairly adequate.
____ c. some significant omissions.
____ d. entirely inadequate.

9. Is the depth (detail) of topics (check one):

1 a. entirely adequate.
____ b. fairly adequate.
____ c. some significant omissions.
____ d. entirely inadequate.

10. The technical accuracy of the book is (check one):

1 a. excellent.
____ b. generally good.
____ c. poor--some significant errors.
____ d. very poor-many significant errors.

11. The level of scientific and/or mathematical language is (check one):

____ a. difficult for students even with class discussion.
1 b. understandable with class discussion.
____ c. understandable without class discussion.
____ d. trivial for students at this level.

12. Please list significant omissions (open ended).

13. Further comments:

"I wish Cronback had stuck with reliability instead of introducing the new term of generalizability. Book is too long for a 3-hour course for typical grad students in education."

SIG:PER
Text Survey

Ebel, Robert Essentials of Education Measurement, Prentice Hall, Englewood Cliffs 1972

Number of Reviewers = 2

Referring to the text book you listed above, please respond to the following items in terms of your recommendations for its use.

1. Students' eventual orientation to the topic of the book (check one)

_____ a. producers of....(e.g. research)
_____ b. largely producers, some consumers of.... (e.g. research)
__2__ c. largely consumers, some producers of.... (e.g. research)
_____ d. exclusively consumers of.... (e.g. research)

2. Level of quantitative ability required for students' comprehension of of the material: check on

_____ a. below average is sufficient.
__2__ b. average.
_____ c above average is necessary.

3. Level of verbal ability required for comprehension of the material: (check one)

_____ a. below average is sufficient.
__2__ b. average.
_____ c. above average is necessary.

4. Would you recommend this book for (check all that apply):

_____ a. undergraduates.
__1__ b. master's students--require of all students.
_____ c. master's students particularly interested in the topic
_____ d. doctoral students--require of all students.
__1__ e. doctoral students particularly interested in the topic.

5. What statistics background is necessary for comprehension of the materials? (check one)

_____ a. none.
__1__ b. descriptive statistics only.
__1__ c. some inference, e.g. chi-square, t-tests.
_____ d. more inference, e.g. fixed effects ANOVA, multiple correlation.
_____ e. extensive background, e.g. factor analysis, multivariate models.

6. Student reactions to the text are primarily (check one):

__1__ a. enthusiastic.
__1__ b. fairly positive.
_____ c. mixed: some positive.
_____ d. neutral.
_____ e. somewhat negative.
_____ f. quite negative.

7. Assuming that a sequential order of topic presentation is desirable is the overall conceptual development of this text: (check one)

1 a. outstanding.
1 b. good.
___ c. somewhat poor.
___ d. very poor.

8. It the breadth (variety) of topic coverage (check one):

2 a. entirely adequate.
___ b. fairly adequate.
___ c. some significant omissions.
___ d. entirely inadequate.

9. Is the depth (detail) of topics (check one):

2 a. entirely adequate.
___ b. fairly adequate.
___ c. some significant omissions.
___ d. entirely inadequate.

10. The technical accuracy of the book is (check one):

2 a. excellent.
___ b. generally good.
___ c. poor--some significant errors.
___ d. very poor-many significant errors.

11. The level of scientific and/or mathematical language is (check one):

___ a. difficult for students even with class discussion.
1 b. understandable with class discussion.
1 c. understandable without class discussion.
___ d. trivial for students at this level.

12. Please list significant omissions (open ended).

13. Further comments:

"Good intermediate level text in tests and measurement."

"One of the most scholarly and thorough books in educational measurements."

"This second edition adds a great deal of material that is superfluous for a course in test construction. Original version, which is incorporated in this second edition without change, was more suitable. What we have now places too much emphasis on test construction for a first course in tests and measurements, and too much emphasis on introductory measurement material for a course in test construction."

SIG:PER
Text Survey

Gronlund, N.E. Measurement and Evaluation in Teaching, Macmillan, N.Y. 1971

Number of Reviewers = 1

Referring to the text book you listed above, please respond to the following items in terms of your recommendations for its use.

1. Students' eventual orientation to the topic of the book (check one)

____ a. producers of....(e.g. research)
____ b. largely producers, some consumers of.... (e.g. research)
1 c. largely consumers, some producers of.... (e.g. research)
____ d. exclusively consumers of.... (e.g. research)

2. Level of quantitative ability required for students' comprehension of of the material: check on

____ a. below average is sufficient.
1 b. average.
____ c above average is necessary.

3. Level of verbal ability required for comprehension of the material: (check one)

____ a. below average is sufficient.
1 b. average.
____ c. above average is necessary.

4. Would you recommend this book for (check all that apply):

1 a. undergraduates.
1 b. master's students--require of all students.
____ c. master's students particularly interested in the topic
____ d. doctoral students--require of all students.
____ e. doctoral students particularly interested in the topic.

5. What statistics background is necessary for comprehension of the materials? (check one)

____ a. none.
1 b. descriptive statistics only.
____ c. some inference, e.g. chi-square, t-tests.
____ d. more inference, e.g. fixed effects ANOVA, multiple correlation.
____ e. extensive background, e.g. factor analysis, multivariate models.

6. Student reactions to the text are primarily (check one):

____ a. enthusiastic.
1 b. fairly positive.
____ c. mixed: some positive.
____ d. neutral.
____ e. somewhat negative.
____ f. quite negative.

7. Assuming that a sequential order of topic presentation is desirable is the overall conceptual development of this text: (check one)

____ a. outstanding.
1 b. good.
____ c. somewhat poor.
____ d. very poor.

8. It the breadth (variety) of topic coverage (check one):

____ a. entirely adequate.
1 b. fairly adequate.
____ c. some significant omissions.
____ d. entirely inadequate.

9. Is the depth (detail) of topics (check one):

____ a. entirely adequate.
1 b. fairly adequate.
____ c. some significant omissions.
____ d. entirely inadequate.

10. The technical accuracy of the book is (check one):

1 a. excellent.
____ b. generally good.
____ c. poor--some significant errors.
____ d. very poor-many significant errors.

11. The level of scientific and/or mathematical language is (check one):

____
____ a. difficult for students even with class discussion.
1 b. understandable with class discussion.
____ c. understandable without class discussion.
____ d. trivial for students at this level.

12. Please list significant omissions (open ended).

13. Further comments:

"A good supplement is two paper backs by Gronlund.
Stating Behavioral Objectives for Classroom Instruction,
Macmillan 1970
Preparing Criterion and Referenced Tests for Classroom Instruction,
Macmillan 1973"

"The best presentation (middle of the road) of Behavioral Objectives, I have read."

SIG:PER
Text Survey

Hopkins, Kenneth and Julian Stanley Educational and Psychological Measurement and Evaluation, Prentice-Hall, Englewood Cliffs 1972

Number of Reviewers = 1

Referring to the text book you listed above, please respond to the following items in terms of your recommendations for its use.

1. Students' eventual orientation to the topic of the book (check one)

____ a. producers of....(e.g. research)
1 b. largely producers, some consumers of.... (e.g. research)
____ c. largely consumers, some producers of.... (e.g. research)
____ d. exclusively consumers of.... (e.g. research)

2. Level of quantitative ability required for students' comprehension of of the material: check on

____ a. below average is sufficient.
1 b. average.
____ c above average is necessary.

3. Level of verbal ability required for comprehension of the material: (check one)

____ a. below average is sufficient.
1 b. average.
____ c. above average is necessary.

4. Would you recommend this book for (check all that apply):

1 a. undergraduates.
1 b. master's students--require of all students.
____ c. master's students particularly interested in the topic
____ d. doctoral students--require of all students.
____ e. doctoral students particularly interested in the topic.

5. What statistics background is necessary for comprehension of the materials? (check one)

____ a. none.
1 b. descriptive statistics only.
____ c. some inference, e.g. chi-square, t-tests.
____ d. more inference, e.g. fixed effects ANOVA, multiple correlation.
____ e. extensive background, e.g. factor analysis, multivariate models.

6. Student reactions to the text are primarily (check one):

____ a. enthusiastic.
____ b. fairly positive.
1 c. mixed: some positive.
____ d. neutral.
____ e. somewhat negative.
____ f. quite negative.

7. Assuming that a sequential order of topic presentation is desirable is the overall conceptual development of this text: (check one)

_____ a. outstanding.
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1 c. somewhat poor.
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1 c. some significant omissions.
_____ d. entirely inadequate.

9. Is the depth (detail) of topics (check one):

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_____ b. fairly adequate.
1 c. some significant omissions.
_____ d. entirely inadequate.

10. The technical accuracy of the book is (check one):

_____ a. excellent.
1 b. generally good.
_____ c. poor--some significant errors.
_____ d. very poor-many significant errors.

11. The level of scientific and/or mathematical language is (check one):

_____
_____ a. difficult for students even with class discussion.
1 b. understandable with class discussion.
_____ c. understandable without class discussion.
_____ d. trivial for students at this level.

12. Please list significant omissions (open ended).

"No treatment of the Psychomotor Domain or assessment procedures for that area."

13. Further comments:

"A number of current texts are far superior; for example, Ebel's Essentials of Ed. Measurement, especially in its treatment of relevant research."

"The book illustrates the deplorable tendency of some authors to cite their own and their students' work extensively, which results in a rather lopsided view of some topics."

SIG:PER
Text Survey

Thorndike, Robert L. and E.P. Hagen Measurement and Evaluation in Psychology & Education, 2nd Edition, John Wiley & Sons, N.Y. 1961

Number of Reviewers = 1

Referring to the text book you listed above, please respond to the following items in terms of your recommendations for its use.

1. Students' eventual orientation to the topic of the book (check one)

____ a. producers of....(e.g. research)
____ b. largely producers, some consumers of.... (e.g. research)
1 c. largely consumers, some producers of.... (e.g. research)
____ d. exclusively consumers of.... (e.g. research)

2. Level of quantitative ability required for students' comprehension of of the material: check on

1 a. below average is sufficient.
____ b. average.
____ c above average is necessary.

3. Level of verbal ability required for comprehension of the material: (check one)

____ a. below average is sufficient.
1 b. average.
____ c. above average is necessary.

4. Would you recommend this book for (check all that apply):

____ a. undergraduates.
1 b. master's students--require of all students.
____ c. master's students particularly interested in the topic
____ d. doctoral students--require of all students.
____ e. doctoral students particularly interested in the topic.

5. What statistics background is necessary for comprehension of the materials? (check one)

____ a. none.
1 b. descriptive statistics only.
____ c. some inference, e.g. chi-square, t-tests.
____ d. more inference, e.g. fixed effects ANOVA, multiple correlation.
____ e. extensive background, e.g. factor analysis, multivariate models.

6. Student reactions to the text are primarily (check one):

____ a. enthusiastic.
1 b. fairly positive.
____ c. mixed: some positive.
____ d. neutral.
____ e. somewhat negative.
____ f. quite negative.

7. Assuming that a sequential order of topic presentation is desirable is the overall conceptual development of this text: (check one)

_____ a. outstanding.
_____ b. good.
_1_ c. somewhat poor.
_____ d. very poor.

8. It the breadth (variety) of topic coverage (check one):

_1_ a. entirely adequate.
_____ b. fairly adequate.
_____ c. some significant omissions.
_____ d. entirely inadequate.

9. Is the depth (detail) of topics (check one):

_1_ a. entirely adequate.
_____ b. fairly adequate.
_____ c. some significant omissions.
_____ d. entirely inadequate.

10. The technical accuracy of the book is (check one):

_1_ a. excellent.
_____ b. generally good.
_____ c. poor--some significant errors.
_____ d. very poor-many significant errors.

11. The level of scientific and/or mathematical language is (check one):

_____
_____ a. difficult for students even with class discussion.
_____ b. understandable with class discussion.
_1_ c. understandable without class discussion.
_____ d. trivial for students at this level.

12. Please list significant omissions (open ended).

13. **"A good book for a first course in the field, but this edition added little in the way of new material; it really wasn't necessary."**

DOCUMENT RESUME

ED 098 192 SP 008 551

TITLE	Teaching as a Career.
INSTITUTION	American Federation of Teachers, Washington, D.C.
PUB DATE	73
NOTE	25p.
AVAILABLE FROM	American Federation of Teachers, AFL-CIO, 1012 14th Street, N.W., Washington, D.C. 20005 (Item No. 38, Free to teachers and students)
EDRS PRICE	MF-$0.75 HC-$1.85 PLUS POSTAGE
DESCRIPTORS	*Career Choice; Career Education; Career Planning; *Careers; High School Students; *Teacher Education; *Teaching

ABSTRACT

This document is a booklet designed primarily for high school students by the American Federation of Teachers on teaching as a career. The booklet discusses the following topics: the history of teaching as a profession; the state of schools in the United States; advantages and disadvantages to teaching; teachers in revolt (collective bargaining and teacher's role in social change); high school student's preparation for becoming a teacher; preparation for teaching as preparation for allied careers, certification; and salary averages. There is a 32-item bibliography of books for further reading. (JA)

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Teaching as a Career

U.S. DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

AFT

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Last June, Allen Mitchell—with more than 17 years of school under his belt—received his college diploma and doffed his academic cap and gown for, perhaps, the last time.

By September, Allen was back in the classroom—but no longer as a student. He had joined the ranks of thousands of college graduates who become classroom teachers each year. Perhaps some of these new teachers are now in your school.

Today, in the schools of the United States, more than 3.4 million persons work as teachers—some in kindergarten and nursery schools, some in college and university classrooms, the vast majority in elementary and secondary schools.

The excitement and challenge of passing on man's knowledge to younger generations annually captures the imaginations of thousands of students searching for a career. The revolutionary world of the 1970s—with its spectacular achievements in science, its uprooting social and political events, and its rich additions to the realms of art and literature—makes teaching a profession far more dramatic than most. Young people who find a joy in sharpening the skills of others, who themselves are mentally stimulated

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when they stimulate others to think, and who seek a lifetime career that cannot grow old or stale, ought to take a serious look at this profession.

True, teaching conditions are not always the best of the professions. There are thousands of classrooms in the nation that are shoddy and in need of repair. Large class sizes sometimes stretch a teacher's patience to the breaking point. The lack of democracy in teacher-administrator relationships damages the morale of many fine teachers.

But teachers—never known for a lack of imagination or initiative—are striving to eliminate these enemies of education. The 400,000 members of the American Federation of Teachers (AFT), a national union of classroom teachers, are working through collective bargaining to improve learning and teaching conditions. They believe that teachers must work within and without the classroom to provide effective education for our nation's children.

The AFT has prepared this booklet as an introduction to the teaching profession. AFT members, who are committed to the principles of Democracy in Education and Education for Democracy, welcome your interest in teaching. We hope that you are sparked to an even deeper search into this most challenging of occupations.

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the oldest profession

TEACHING takes a back seat to no other profession in terms of how long it has been around. Teaching was the initial step to civilization and human progress. The first person to acquire an idea and pass it on to another became, in a sense, a teacher.

One of the first records of a teacher, in the modern sense, was found inscribed on 4,000-year-old cuneiform tablets unearthed in Iraq. It told the story of a student being "passed" by a teacher after the teacher was given clothing and "wined and dined" by the boy's father.

Teaching—the transmission of knowledge, one to another – was later well organized by the Greeks and Romans. The rich academic atmosphere of ancient Athens and other Greek cities has been well described by historians. Students from the entire Western World flocked to their philospher-teachers who imparted their wisdom to the young. In China, too, education flourished, and important contributions to art and science came from the wandering teachers of the Orient.

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And in Africa, the universities of Sangkore and at Timbuktu were important seats of learning. Later, during the Dark Ages, learning in Western Europe was confined to the monasteries, and though love of inquiry and knowledge blossomed during the Renaissance, it was still limited to people in the privileged classes. Today, in many countries, remnants of this tradition remain, and higher education is provided chiefly for those in higher income brackets. In some nations in Europe, an elitist system of education exists, where students are separated by tests given at an early age into college preparatory, vocational, or general tracks.

For a half-century after the American Revolution, efforts to establish free public schools in the United States met with fierce opposition from many authorities. What few schools there were included a handful of private institutions for the children of the very rich, and a sprinkling of "poor schools" to which few self-respecting parents would send their children. The concept of free public education for the masses was considered a "dangerous" idea.

During the presidential term of Andrew Jackson, the first creakings of change began to be heard. The political arm of the early trade union movement, the Working Men's Party, called for free public schools in its platform of 1828. Finally, a little more than a century ago, the first public schools in the United States were established in Philadelphia at the insistence of groups of working people seeking a better life for their children. Meanwhile, men such as James G. Carter and Horace Mann worked in their home state of Massachusetts to establish tax-supported schools. That state's pioneer legislation became a pattern, eventually, for the rest of the country.

Our public tax-supported school systems were a radical idea when first proposed. Even today, some Americans do not understand that public support of education for everyone is necessary to our nation's general welfare. This shows most graphically when requests by local school districts for tax increases for education are voted down. Many Americans do not yet appreciate education as an essential ingredient of the good life as much as they do new homes or new cars.

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EDUCATION in the United States today is basically the responsibility of the individual states. Each local community or school district controls its own educational system within the laws of the state.

Because of these wide differences among the 50 states, such things as compulsory school leaving age, the amount of money the state contributes to each child's education, and the opportunities for state-supported education beyond the high school, vary widely from state to state. State educational requirements for teacher certification also show wide variance. In some areas, for example, teachers are hired even though they have only two years or less of college. In other areas, achievement of a master's degree is an employment requirement.

Because of the lack of equal educational opportunity for children in many places, the federal government is taking an increasing interest in education. Congress has appropriated millions of dollars in recent years to help local school districts improve teaching facilities. Money to establish preschool programs, known as Project Head Start, and other programs to raise the level of educational opportunity has been appropriated. The role of the federal government in education will probably be strengthened unless states and local school districts act themselves to correct educational deficiencies.

The 16,800 operating public school districts in the United States and the nation's colleges and universities together employ 3,145,000 teachers. Another 212,000 are employed by private schools.

Public school enrollment in this country has been increasing 1.9 percent annually. A greater proportion of the school-age population is actually in school than at any earlier time in our history, and this situation is bound to increase as more and more young people recognize today's demands for more education.

EDUCATION IN AMERICA is a "growth industry." There are going to be more young people to educate, and the quality and quantity of education they will require is going to increase.

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Some of the effects these demands on our schools will probably have in the future include the lengthened school year, greater opportunities for education before kindergarten and after high school, increased expectations regarding teacher preparation, and so on.

Already, changes and experiments—such as team teaching, flexible scheduling, core classes, and instruction by radio and TV—can be seen in many schools, perhaps the one which you attend. The value of many of these innovations is yet to be proven, but the simple fact that they exist indicates the vitality with which the education profession faces its problems.

Young people planning to become teachers today will find that the challenges, opportunities, and educational changes to come will help make teaching a vital, exciting profession.

the bright side of teaching

THE STATUS OF TEACHERS in education and in the community is increasing along with the acknowledged importance of better education to the welfare of the nation and its individual citizens.

Security in employment, or teacher tenure, is provided by law in 38 states, and in eight other states certain districts have tenure laws. In most cases, these laws provide that, after two or three years employment, a teacher cannot be discharged without good cause. In states not having such laws, some school districts have adopted similar tenure plans of their own. Such laws do not protect the bad teacher, as critics often charge. Teachers who are incompetent can be dismissed. Tenure laws simply provide that when a teacher is fired, the traditional democratic methods of a fair hearing and the right of appeal to a higher authority are implemented. In the past, teachers were often fired because of a principal's petty gripe, or because they became involved in politics, or, in the case of women teachers, because they married. The value of tenure laws can be illustrated by an example from Illinois, where, as recently as 1966, an Illinois teacher was threatened with dismissal because he wouldn't shave off his mustache!

Teachers find that the stimulation of young people, new ideas, new books, and colleagues with similar interests make their profession an

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attractive one. The opportunities to continue to learn are ever-present. Teachers often use their summer vacation time for further study or travel.

Teacher salaries have been increasing in recent years, primarily through efforts made by organized teachers in the American Federation of Teachers. However, teacher salaries still lag behind those of any other profession requiring comparable training and experience, with the exception of the ministry.

Remuneration and opportunities for advancement in teaching are generally equal for men and women. Such economic benefits as paid sick leave, hospitalization insurance, and pension plans have been growing in importance and scope as teachers have demanded their expansion. The American Federation of Teachers has been very successful in securing such benefits for the teachers it represents.

...and the other side

Some of the disadvantages in teaching are the result of being employed, at least in our larger cities, by what are often unwieldy and inflexible bureaucracies. Many decisions about education

are made at administrative levels far removed from the classroom teacher, and teachers often feel such decisions are not the best for their individual teaching situations.

Another source of problems in teaching is the fact that teachers are public employees, responsible not only to their superiors, but to the community as a whole. Communities differ in what they expect of teachers and in the importance they attach to the teacher's work. Many school boards often simply reflect the conservative nature of their communities, preferring to take a "don't-rock-the-boat" attitude rather than to exert educational leadership.

In some school districts, entering teachers are unable to choose the grade level or subject they wish to teach, but are placed where the district feels the need is greatest. New teachers cannot be assured of teaching in a school near their homes, and may be given overcrowded classes in schools where supplies, facilities, and services are not adequate for the pupils' needs.

In the many school districts which do not have adequate tenure provisions, teachers may be discharged or disciplined in an arbitrary way for unwarranted reasons. They usually have no recourse other than to accept such actions or move to another school district.

Other disadvantages may be inferred from the account of improvements listed in the previous section. One part of teaching most teachers strongly dislike is the many non-teaching chores they are often expected to perform. Such duties as lunchroom supervision, hall guard, filling out many reports, collecting money from students, and so on, should not be part of a teacher's job. In some districts school secretaries and teachers' aides do this work, freeing the teacher to do the job of teaching. Perhaps the most serious disadvantage to teaching, for many persons, lies in the salaries paid teachers. This is discussed in detail later.

Remember Ichabod Crane? Or the stereotyped old-maid schoolmistress that you still see sometimes in the comic strips? Or the flutterbrained Miss Brooks? The bland Mr. Novak?

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Teachers, by and large, today fit none of these images. They are being propelled by a new dynamism and are working hard to eliminate the remaining disadvantages of teaching.

Teachers in hundreds of school districts have demanded and won the right to collective bargaining. This means, simply, that they elect, by secret ballot, one organization to speak for them in negotiations with the school board over such matters as salaries, fringe benefits, and teaching and learning conditions in the schools. A written and signed master contract, guarantees certain rights and policies to teachers and to the school board.

Where the American Federation of Teachers has been elected to speak for teachers, conditions in the school district have almost always shown great improvement, not only in economic gains for teachers, but in better conditions for students. Collective bargaining contracts now in effect provide, for example: that class sizes shall be limited; that textbooks and teaching materials which portray the Negro and other minority groups honestly are provided for students, that racial integration of the schools becomes a reality; and that an outside, neutral third party will be called upon to resolve serious grievances by teachers against their employers.

In other words, teachers, who for so long have been teaching about democracy from textbooks in their classrooms, are now practicing it in real life.

Outside the area of collective bargaining, teachers have an opportunity to play an important role in the social changes which are now at work reshaping the nation.

The More Effective Schools program of the AFT, for example, was developed by teachers in New York City to revolutionize the kind of education which children in slum areas were getting. The AFT convinced the school board to increase the annual expenditure for students in 21 slum schools by $218 and thus provide sharply reduced class sizes, more teachers, psychologists, reading specialists, and adequate learning supplies for thousands of children. The highly successful program is now being introduced by AFT teachers to other school boards throughout the nation in the form of COMPAS (Comprehensive Program for American Schools) designs for elementary through community college.

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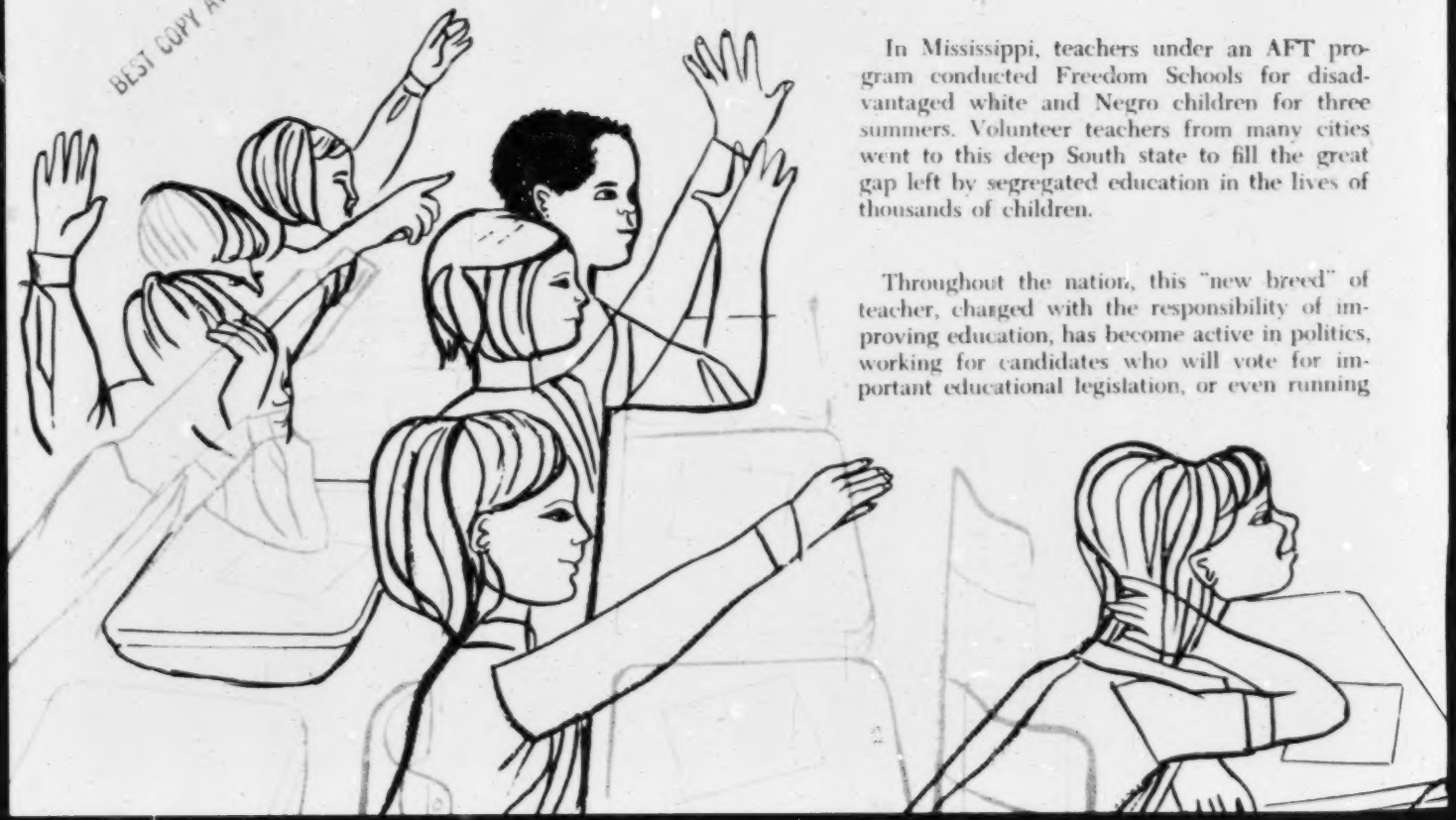

In Mississippi, teachers under an AFT program conducted Freedom Schools for disadvantaged white and Negro children for three summers. Volunteer teachers from many cities went to this deep South state to fill the great gap left by segregated education in the lives of thousands of children.

Throughout the nation, this "new breed" of teacher, charged with the responsibility of improving education, has become active in politics, working for candidates who will vote for important educational legislation, or even running

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for office himself. He has participated in picket lines and demonstrations for better schools, and sometimes he has even been forced by backward school boards to go on strike.

can you become a good teacher?

PSYCHOLOGISTS and teacher educators have often wondered what kinds of men and women make the best teachers. A number of studies have been made on this subject, and one of the most interesting found that good teachers—those who helped their students learn most, who enjoyed their pupils, and whose pupils enjoyed learning—have many different teaching "styles." You have probably found this true among teachers you have liked: not all of them teach the same way.

But there are some qualities in good teachers that nearly everyone agrees on. Good teachers are fair to their students; they are interested in ideas; they believe teaching and learning are important. They have a strong commitment to democracy and social progress. If you have these qualities, and if you teach in a school that provides adequate teaching supplies and a comfortable atmosphere, you will probably become a good teacher.

preparing yourself

THE HIGH SCHOOL STUDENT who wants to become a teacher should consult the school's guidance counselor and the teachers of the subject he hopes to teach, and should become active in groups such as the AFT's Student Federation of Teachers. The earlier such consultation is made, the better. Teachers today should have at least a

bachelor's degree from a college or university, and in some fields, and in some states, more advanced training is necessary. Good high school preparation is important.

Most large colleges and universities offer degrees in education leading to teacher certification. There are, also, colleges which are basically teacher training institutions. The choice of which kind to attend is up to you. Good teachers come from all types of institutions, but a student should know the requirements and offerings of several types of schools before making a choice.

Many veteran teachers feel that some teacher training institutions offer or require more education courses than is really desirable, thus cutting down on the courses a student can take in his major and in other fields.

Tuition and living costs vary according to the college selected. These can be learned from the college catalogue. Many scholarships and special loan arrangements are available to young people who plan to become teachers. Your counselor, the college you select, or the many books on financial aid for college students will be helpful.

Some school districts give preference to graduates of colleges in their own areas. If you plan to teach in a particular district, you might inquire about this before choosing a college.

The level at which you wish to teach is deserving of some advance consideration, as well as the major field of study. Four years of accredited study is necessary for a bachelor's degree, with generally one additional year necessary for a master's. Students generally need at least two more years to obtain a doctorate.

Advanced degrees are often obtained by teachers in summer, night, or sabbatical year study. Some school districts require a certain number of graduate courses in a stated number of years for advancement on the salary schedule.

According to the United States Office of Education, in figures released in 1969, the average educational attainment of male school teachers in the United States was 17.0 years. This can be compared to 17.6 years for medical and other health workers. So, although these census figures applied only to males, they do indicate that the median school years completed for teachers is

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only a few tenths of a year lower than that for medical personnel.

PREPARATION for teaching is usually also good preparation for allied careers, both inside various school systems and in other enterprises.

School librarians, school nurses (in some districts, they are called teacher-nurses), counselors, psychologists, attendance officers, and social workers are generally better prepared for their specialties if they have some teaching experience, and some school districts require that they have teaching certificates as well as other professional qualifications in their fields.

Some specialties in teaching itself include teachers of trades and vocational subjects, teachers of retarded or handicapped children, of speech correction, and remedial reading.

Two areas of special interest today are teachers of disadvantaged children and teachers in early childhood education programs. Teachers of the disadvantaged may be effective teachers without special training, but the likelihood is great that their effectiveness is increased by such training. The field of early childhood education (pre-kindergarten), is also a rapidly expanding one, and one for which special training is definitely required.

Other specialized jobs in school systems, usually obtained on a promotional basis by teachers with the necessary additional education and training to fill them, are curriculum specialists and advisors of many types, who work out curriculum guides for teachers and assist them in presenting certain classroom subjects; community and "human relations" coordinators; public relations staffers, and experts in the use of audio-visual teaching aids.

Some jobs in large school systems which do not require a teaching certificate include those of school secretary, lab technician, and teacher aide. For these jobs, and all those listed above, stu-

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dents would be wise to investigate fully the needs and requirements of the system or systems in which they plan to teach.

One of the booming fields outside of school systems which utilize persons with teaching education or experience is that of educational publishing. Similar job opportunities are to be found among the many producers and distributors of films, maps, models, and other materials used as classroom teaching aids.

"how do I find a job?"

THE NEW GRADUATE TEACHER has increasing difficulty obtaining a teaching position. The Department of Health, Education and Welfare estimated in the spring of 1973 that if present enrollment in schools of education continues, a million teachers will be out of work by 1978.

Conditions of employment are not uniform from district to district. Some districts accept a graduation certificate from an accredited college, while others require an examination. Requirements for securing state and district certification are also widely varied. If you prepare in one state and plan to teach in another, you must know both the graduation requirements of the school you attend and the certification requirements of the state and district in which you plan to teach. It is important to remember that such requirements often change rapidly, and can do so in the middle of your college years.

In many areas, teaching certificates (licenses to teach) must be renewed at intervals of a stated number of years.

A letter of inquiry to the state superintendent of schools will bring information promptly, in most cases, on certification requirements' and job opportunities. For a job in a specific school district, write to the superintendent of schools in that district for an application.

As noted before, teaching conditions vary widely from district to district. Here are some questions you might try to answer for yourself about the district in which you plan to teach:

1) Does the community support good education, both financially and through permitting teaching innovations and the full exercise of the individual teacher's professional and civil rights?

2) Are there challenges to the individual teacher that might appeal to you—if you are looking for challenges?

3) Are the employment conditions of the system what you feel are necessary? This might include a fair salary schedule, attractive fringe benefits, teacher tenure provisions, a worthwhile program for professional advancement – including advancement while remaining in the classroom, and an adequate retirement plan.

4) Are other teaching conditions a reflection of a concern for a teacher's well-being and maximum professional performance? These might include provisions for a reasonable maximum class size, duty-free lunch periods, preparation periods for all teachers, provision of teacher aides for non-teaching chores, a program of prompt attention to students with serious discipline problems and other students who might have difficulty fitting into a regular classroom, provision of adequate textbooks and other teaching aids without delay, and proper desk, storage, and other necessary equipment and facilities for all teachers.

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One of the most important considerations in choosing a district in which to teach is the attitude of the school administration toward teacher organizations. In some districts, teachers are compelled to become members of the National Education Association and its affiliates. In these districts, and some others, the NEA groups are controlled by school administrators, rather than the teachers themselves, thus depriving teachers of a true voice in educational matters. The AFT believes that the choice of joining or not joining any organization should be one left entirely to the individual teacher. Should any teacher organization prove, through a secret ballot election, that it represents a majority of the teachers in the district, the AFT believes it should be recognized as the sole spokesman for the teachers in the district in negotiating salary schedules, working conditions, and settling grievances.

"how's the pay?"

ALMOST EVERYBODY you meet agrees that teachers are underpaid—except those few vocal citi-

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zens who speak unknowingly about a mythical "9 to 3" day, forgetting the countless out-of-school hours teachers spend on classroom preparation and paper-grading, and a two-month summer vacation, forgetting that teachers are not paid for this time.

The average salary of teachers in 1972-73, in all United States school districts, was approximately $9,987. In districts of 25,000 or more enrollment, this average salary was about 3 percent higher or $10,279.

1972-73 starting salaries ranged from a low of $5,032 (B.A.) in Newberry, S.C. to $9,571 in Chicago with an average of $7,472 in 6,000 + student districts. Starting M.A. salaries averaged $8,349, with a low of $5,441 in Newberry, S.C. and a high of $11,250 in New York City.

More than half of the teachers in the United States teach in the 1,410 districts having 6,000 or more students enrolled in the public schools. The average salary of teachers in all school systems enrolling over 6,000 pupils was $10,090 a year.

The AFT reports that on the basis of state averages, the lowest in the 1972-73 school year was Mississippi, with $7,070; the highest, New York, with $12,649. Other averages for selected states include: California, $12,362; Illinois, $11,850; Massachusetts, $10,610; Minnesota, $11,225; Pennsylvania, $10,800; Louisiana, $9,270, and Iowa, $10,200.

A comparison of the salaries of union teachers (American Federation of Teachers members) and those of non-union teachers, made by the AFT Research Department appears on page 25.

Nevertheless, despite the work done by teachers and other concerned citizens in attempting to raise teacher salaries, the salaries are still low. On the basis of their educational preparation, the importance of the work they do, and the amount of time and effort they put into the successful performance of their duties, teachers are still woefully underpaid.

Several reasons have generally been advanced for the inadequacy of teacher salaries. Among these is the sheer cost of increasing salaries. There are approximately 2.1 million teachers in public elementary and secondary schools in the United States at this time. Teaching is, by far, the largest of the professions.

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Another reason given is the percentage of women in the occupation. Women have traditionally been paid less than men, and public concern over giving them professional salaries has been hard to arouse. According to the U.S.O.E. in 1969, 86.9 percent of all public school teachers were women.

Still another reason for the historically low salaries for teachers is the recognition that most teachers feel a sense of dedication toward their jobs. However, the public has not felt that a similar sense of dedication by, perhaps, members of the medical profession, should be similarly taken advantage of. There are other reasons, too, such as the "security" of teaching and the pension plans many teachers found were available. Of course, many other occupations have now bypassed teachers in what they offer workers in both these areas, as well as many others.

In a 1965 ranking of "selected occupations of U. S. males by 1959 annual median earnings" (1960 census data reported in the March, 1965, *Monthly Labor Review*), physicians ranked first; secondary school teachers, 117th, and elementary school teachers, 168th, in a listing of 321 occupations. Locomotive engineers ranked 38th; railroad conductors, 54th; pharmacists, 55th; salesmen and sales clerks in wholesale trade, 98th, and millwrights, 107th. Elementary school teachers ranked below such occupations as postal clerks, secretaries, mail carriers, actors, policemen, and social and welfare workers. The only occupational group with a higher educational attainment than elementary school teachers and which ranked lower was that of clergymen. In the 51 occupations ranked between secondary and elementary school teachers, none had a comparable educational background, except for social workers, with 16.6 years average.

Although this study provides the latest official ranking, the teachers position has not changed significantly.

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"To the person who wants to be fully alive in his world,

no career can offer so much as teaching"

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in conclusion...

An Editorial in *The Minneapolis Teacher* in February, 1966, sheds some additional light on the rewards and challenges of teaching. It says, in part: "Every teacher, as he begins each year, sets goals for himself and his pupils. Those goals, in whatever faculty he teaches, are basically the same—that the pupils will have gained in their ability to think more clearly, to express themselves more clearly, to distinguish between sham and value, and to pursue a problem until it, if not solved, is at least understood.

"And every teacher, try though he may, will become involved in the social growth of his pupils. As the pupil comes to understand his world, both socially and academically, he will come to understand himself. He will be testing those around him, but he will be testing especially his mentors. Life, so lived, retains a fine edge."

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Ashton-Warner, Sylvia. *Teacher.* New York: Bantam Books, 1964, 75c. A fine writer and gifted teacher describes her methods teaching Maori children in New Zealand.

Barr, Donald. *Who Pushed Humpty Dumpty? Dilemmas in American Education Today.* New York: Atheneum, 1971. $10. A well-written evaluation of various current controversies in American education.

Barth, Roland S. *Open Education and the American School.* New York: Agathon Press, 1972. $7.95. An engrossing examination of the underlying assumptions of the "open classroom."

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Bremer, John and Michael Von Moschzisker. *The School without Walls: Philadelphia's Parkway Program.* New York: Holt, Rinehart and Winston, 1971. Detailed description, with testimonies by students and instructors, of an experimental, innovative high school.

Brofenbrenner, Urie. *Two Worlds of Childhood: U.S. and U.S.S.R.* New York: Russell Sage Foundation, 1970. $7.95. Report of interesting experimental research on child development in contrasting cultures.

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Gattegno, Caleb. *What We Owe Children*. New York: Outerbridge & Dienstfrey, 1971. $8.00. A clear, concise explanation of teaching and learning.

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Henry, Jules. *On Education*. New York: Vintage Books, 1972. $1.95. Five essays setting forth an anthropologist's thoughts on educational problems.

Holt, John. *How Children Fail*. New York: Dell Publishing Co., Inc., 1965. $1.75. A very perceptive observer of children reports, in a very readable book, about many mistakes teachers make in leading children to learning.

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James to get jargon-free, clearminded advice on teaching "technique."

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Joyce, Bruce and Marsha Weil. *Models of Teaching*. Englewood Cliffs, N.J. Prentice-Hall, 1972. $8.95. A detailed presentation of various plans of teacher education.

Katz, Michael B. (ed.) *School Reform: Past and Present*. Boston: Little, Brown, 1971. $4.95. An interesting compilation of 19th- and 20th-Century materials and statements on U.S. educational reform.

Keniston, Kenneth. *Youth and Dissent. The Rise of a New Opposition*. Harcourt Brace Jovanovich, 1971. $9.95. A detailed, thoughtful interpretation of the revolt of American youth against society in the 1960's.

Passow, A. Harry (ed.) *Urban Education in the 1970's*. New York: Teachers College Press, 1971. $6.95. Essays on various aspects of the education of the disadvantaged.

Silberman, Charles E. *Crisis in the Classroom*. New York: Random House, 1970. $10.00. A massive overview of what's wrong with schools and suggestions on how they should be changed.

Simon, Sidney, Leland Howe, and Howard Kirschenbaum. *Values Clarification*. New York: Hart Publishing Company, 1972. $7.50. A handbook of practical strategies for teachers and students.

Spodek, Bernard. *Teaching in the Early Years*. Englewood Cliffs, N.J.: Prentice-Hall, 1972. $8.95. An introduction to the education of children from nursery school through the primary grades.

Weber, Lillian. *The English Infant School and Informal Education*. Englewood Cliffs, N.J.: Prentice-Hall, 1971. $4.95. An account based on close observation of modern schools of young children in England by a proponent of this type of education in the U.S.

Wright, Nathan. *What Black Educators Are Saying*. New York: Hawthorne Books, 1970. $7.95. Compilation of 35 essays by Black educators on changes necessary to improve the education of Black children and adolescents.

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AFT BARGAINS BEST

A comparison of the six largest AFT and NEA cities shows that AFT locals continue to negotiate salary increases far ahead of the NEA affiliates. AFT teachers are ahead in every salary lane—by $1,245 to $1,777. Furthermore, these differences are in fact real when we consider the costs of the intermediate family budget (U.S. Department of Labor) are approximately comparable in these two groups of large cities. Also, an important plus for the AFT teacher is the fact that on the average he or she reaches the higher maximums (an average of $1,210 higher) two to three years before the NEA teacher. This increases the differential another $1,058 (B.A.) to $1,755 (M.A.).

TABLE 11
Comparative Salaries
in Largest AFT and NEA Cities, 1972-73

City	B.A. Min.	B.A. St.	B.A. Max.	M.A. Min.	M.A. St.	M.A. Max.	M.A. + 30 Min.	M.A. + 30 St.	M.A. + 30 Max.	Average Increments B.A.	Average Increments M.A.
AFT											
New York, N.Y.	$9,500	7	$14,850	$11,250	7	$16,600	$12,750	7	$18,100	$764	$764
Chicago, Ill.	9,571	14	15,254	10,845	14	17,170	11,121	14	17,646	405	466
Detroit, Mich.	9,032	10	14,198	9,908	10	16,255	10,208	11	16,965	516	634
Philadelphia, Pa.	8,900	10	15,075	9,200	10	16,258	9,780	10	17,240	617	705
Baltimore, Md.	7,750	13	12,500	8,250	13	13,200	8,750	13	13,700	365	380
Pittsburgh, Pa.	8,500	10	13,600	8,900	10	15,100	9,500	10	15,700	510	620
AVERAGES	8,875	10	14,246	9,692	10	15,763	10,351	10	16,556	529	595
NEA											
Milwaukee, Wis.	8,300	11	13,210	8,654	12	13,857	9,008	12	14,506	446	433
Cincinnati, Ohio	7,490	12	12,300	8,300	12	13,110	8,585	12	13,395	400	400
Denver, Colo.	7,345	12	12,495	8,660	12	14,765	9,315	12	15,850	429	508
Indianapolis, Ind.	7,546	14	12,052	8,069	19	14,148	8,534	19	14,672	321	319
Madison, Wis.	7,500	14	12,750	8,250	14	13,500	9,000	14	15,375	375	375
Columbus, Ohio	7,600	14	13,163	8,428	14	14,592	8,588	14	14,881	397	440
AVERAGES	7,630	12	12,661	8,393	13	13,995	8,848	13	14,779	394	412
AVERAGE DIFFERENCE FOR AFT TEACHER	$1,245	—2	1,585	1,299	—3	1,768	1,503	—3	1,777	$135	$183

Information for Calendar year 1973.